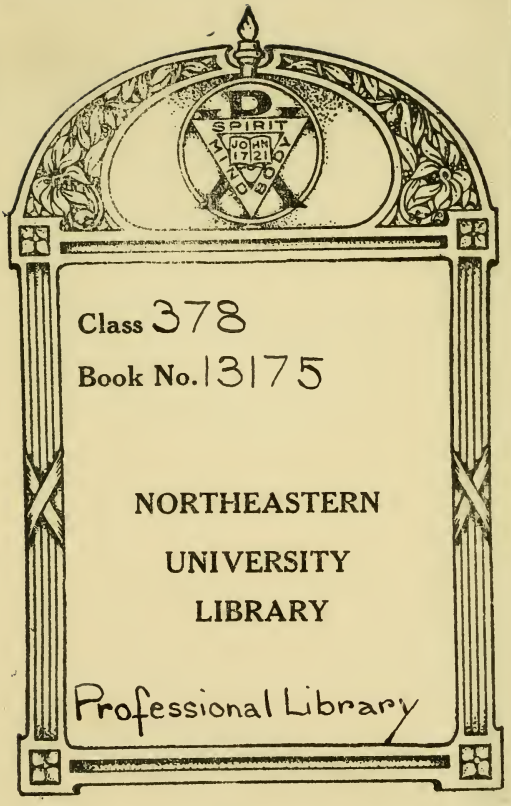
MODERNIZING THE COLLEGE



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MODERNIZING THE COLLEGE

MODERNIZING THE COLLEGE

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Introduction by

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TO

THE COLLEGE MEN AND WOMEN

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13175

INTRODUCTION

Conservatives are always partly right as well as partly wrong—which is what makes them so hard to deal with. One of the purposes of education is to preserve and to pass on to the next generation the accumulated achievements of the race. But academic conservatism does not stop there. It perpetuates outworn forms and faulty methods, and hands down irrelevant materials collected from the past and fondly cherished because they were once valid. It closes its eyes to new conditions calling for new materials and new adjustments.

The college, more than any other part of the educational system, is the stronghold of conservatism. Long after the common schools below it and the professional schools above it had begun to react to the altered demands of modern life, the educational method and the materials of the college remained practically unchanged. Yet of all our institutions the college should be the first to respond to the mental currents of the time. It exists primarily to complete the process of general education. And what is the function of

higher general education, if it is not to give an insight into the intellectual problems of contemporary civilization, to cultivate the philosophic point of view as a basis for successful living in the world of to-day and to-morow?

The siege of the colleges by the world has now been several years in progress. Some few have already fallen. Everywhere the outposts have been captured and the beleaguered garrisons are preparing to come to terms. Here and there an insurgent leader has arisen inside the walls and has set about to reorganize the community. The task of such a leader is of the essence of revolution. The old ways must go, unless they can justify themselves as appropriate to modern demands. The touchstone for determining the validity and the importance of college studies and college methods is the intellectual environment of the present, not the intellectual environment of the Reformation, or even of the Victorian Age. Without prejudice and regardless of tradition, the decision as to the content and arrangement of the college curriculum must be made on this basis.

One of the earliest and one of the most comprehensive attempts to re-orient a college and to reconstruct it in conformity with the demands of contemporary American life is described in this volume. To the reader who belongs to the academic profession, the book will be the record of

a high adventure of the mind. Compared with the timid and tentative character of most educational experiments, the undertaking here described was incredibly daring. Behind the simple and emotionless record of the several stages of the experiment, the initiated reader will have no difficulty in visualizing the successive phases of a furious battle. Because of its boldness the adventure could not wholly succeed; but, since it was essentially sound, neither could the Tory opposition wholly destroy it. Something of permanent value is left for the inspiration and guidance of progressives who are carrying on the same fight elsewhere.

But this volume goes beyond the record of a single interesting experiment. Its principal importance to students of education lies in the fact that it discusses certain of the most fundamental problems of college education. These are: the proper function of the Junior College; the content and organization of the Junior College curriculum; the duties and qualifications of college as distinct from university teachers; the location of responsibility for inaugurating and carrying out basic changes in educational policy. The experiment was indeed undertaken with a view to finding a solution for two of these problems. As the enterprise progressed the others presented themselves. The results of the experiment have fur-

nished the author with evidence bearing upon all four problems and with points of view that are distinctly novel.

The college has been a borrowed instrument, the product of an alien culture. In spite of its popularity it has never been quite at home in the United States. More than anything else we need an American philosophy of college education. The germ from which such a philosophy may be developed is contained in these pages.

SAMUEL P. CAPEN.

PREFACE

That there is something radically wrong with the liberal arts college is beginning to be suspected by the intelligent American public, which up to the present time has exhibited such abounding confidence in that institution. A careful study of the situation reveals the fact that these suspicions are not without foundation, and that before the confidence of the public can actually be justified the college will have to modernize its theory and practice in such ways as to make possible the achievement of new civic and cultural aims that are in harmony with American ideals.

The process of modernizing educational theory and practice has made greatest progress in our elementary schools. This has been made possible, on the one hand by the common sense of our lay boards of education guided by expert advisers, and on the other hand by the excellent teamplay of professionally trained superintendents, principals, and teachers. Educational aims in harmony with modern American ideals have been approved by boards of education, and the necessary curricula have been introduced for the achievement of the

ends in view. Details are being left to professionally trained teachers and to administrative and advisory officers.

The modernizing of the liberal arts college, however, has been retarded by academic traditions and by a lack of professionally trained college teachers and administrators. The determination of college educational policies, courses of study, and curricula has been delegated by boards of trustees very largely to college faculties composed of subject-matter specialists, few of whom have had special training in higher education. Consequently, while members of college faculties may have been intent upon the development of their respective fields of knowledge, in general college affairs they have tended to become academic traditionalists, satisfied with the educational aims of yesterday and opposed to radical changes in curricula. Hence academic traditions has not only stood in the way of the acceptance of new aims in harmony with modern ideals, but has also obstructed the revolutionary changes in collegiate theory and practice that have been shown to be necessary for the achievement of those aims.

As for the coöperation of professionally trained teachers and administrators, almost nothing has been done by the universities to provide professional training either for the college administrator or for the college teacher. Furthermore, col-

leges have tended to discourage the young instructor from making teaching his life-work, chiefly by basing salary increases and general promotion too often upon evidences, not of increased teaching efficiency, but of submission to academic tradition.

The American public has been interested in the discussion of methods which the colleges have proposed for the careful selection of their students of to-morrow. Given a chance, how much more interested it would be in a discussion of plans for an equally careful selection of college teachers of to-morrow!

The public is oftentimes astounded by the terrific student mortality in our liberal arts colleges. After it has been told by a university president that among the most important factors responsible for this mortality are inefficient teaching and lack of vital subject-matter, it is unable to understand the complacency with which the colleges discuss the elimination of students. While the public is inclined to approve the elimination of students who are either unwilling or unable to do work definitely contributing to the achievement of vital college aims, it cannot comprehend why colleges do not eliminate members of their instructional staffs who are either unwilling or unable to contribute their share toward the accomplishment of the same purposes.

In the process of modernizing the college, the educational layman is destined to play a more important part than that of interested spectator. Occasionally he may, as president of a college, undertake to humanize his college—as President Morgan, for example, is doing at Antioch. But President Morgan's wonderful success has been made possible by the sympathetic publicity of an enlightened press and by the intelligent and enthusiastic support of as remarkable a group of educational laymen as has ever been persuaded to accept the responsibilities of college trusteeship. It is in the college trusteeship, as well as through the public press, that American educational laymen will find opportunities to coöperate most effectively in reforming the college.

What it is possible for educational laymen to accomplish as members of a college board of trustees is illustrated by the accomplishment of a Board of Trustees which more than a decade ago had the temerity, not only to adopt college aims in harmony with American ideals, but also to approve a curriculum planned to make possible the achievement of the revolutionary aims which they had adopted. This action, however, did more than inaugurate a new college program; it led to a long struggle within the college between academic traditionalism and educational progress—a struggle which epitomizes the conflict now going

on in higher education. The resulting stormy episode in the modernization of the college is of vital concern to the American public, since it suggests principles which, if utilized, will be of material assistance in accomplishing such educational readjustments as will enable the college of tomorrow to meet successfully the vital higher educational needs of the young people of America.

While I assume full responsibility for any educational heresies which may be found in this volume, I am happy to acknowledge my indebtedness to Chancellor Samuel P. Capen, Professor Henry C. Morrison, Professor Franklyn Bobbitt, Dean Frances F. Bernard, Professor Howard M. Parshley, President Henry Suzzallo, Dr. William H. Allen, President Park R. Kolbe, Professor O. H. Basquin, Director R. J. Leonard, and Professor L. W. MacKinnon, for the constructive criticisms which have made the volume possible.

A. Monroe Stowe.

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CHAPTER I

INAUGURATING A PROGRESSIVE COLLEGE PROGRAM

THE distinctly American aspects of the college of yesterday included intercollegiate football, "side-show" student activities, standardized methods of academic bookkeeping, and lay boards of trustees. In educational theory and practice, however, there were few developments of a strictly American character. Under the influence of continental European university ideals of specialized research scholarship, liberal arts colleges had become preparatory institutions for graduate and professional schools. Elementary college courses were but foundations for advanced courses, which, in turn, were planned to prepare students for the highly specialized research training of the graduate school, at that time one of the most recent of America's educational importations from Europe.

In the liberal arts college of yesterday much attention was paid to the logical development of subject-matter, while little, if any, consideration

was given to the relationship of facts and principles to the student's understanding of the world about him or to his successful participation in the activities of life as a citizen. The rich possibilities of these neglected opportunities for service had not, however, escaped the notice of students in the field of higher education. Slightly more than a decade ago, one of those students was invited to discuss with the Board of Trustees of a liberal arts college the aims and work of an American urban college which, unencumbered by tradition, could devote all of its energies to serving most effectively its students and, through them, its community.

To former college students, the revolutionary character of the program developed in this discussion will immediately become evident from the following brief outline of the points discussed.

1. *College Aims.* An American urban college of liberal arts should develop socially efficient American citizens, alive to the social, economic, and civic problems which spring from the exceedingly complex life of our modern cities, and prepared to contribute their share to the practical solution of such problems. The college should also develop in its students definite vocational aims as well as rational avocational interests.

2. *Required Courses.* Only those courses con-

sidered essential for the achievement of the aims of the college should be required.

3. *College Teachers.* The teachers in an American urban college of liberal arts should be men and women who sympathize with the aims of the college and appreciate the fact that the subject-matter which they teach is not an end in itself, but an important means to be utilized in the achievement of the aims of the college.

4. *College Organization.* An American urban liberal arts college should be able to accomplish its purpose most effectively through the organization of its work under two divisions. The aim of the first division should be to help its students to become intelligently acquainted with their physical and social environments, through courses for the most part required, and taught by the very best teachers in the college. The aim of the second division should be to help its students to make effective prevocational preparation, to become thoroughly acquainted with some phase of their environment, and to acquire worthy avocational interests, through courses grouped in majors, minors, and electives.

Revolutionary as was the program just summarized, it met with the hearty approval of the members of the Board of Trustees, who subsequently extended to its author a unanimous invitation to work out and put into execution the

details of the proposed program. This the newly elected executive did in the form of two open letters, one addressed to the high school graduates of the city, and the other to their parents.

In the following paragraphs from the letter to the parents is expressed the central idea of the work of the first two years of the college course.

> While in many colleges the student who drops out at the end of his second year feels that his course has yielded him little except "mental discipline," an examination of the work of the Junior College will reveal the fact that this work is of such a character as to teach students many valuable lessons in living, and to familiarize them with things they need to know if they are to live most efficiently in this twentieth-century life. The student who completes this work and finds that he cannot continue his college course will feel that what he has accomplished has been worth the time and energy he has spent upon it.
>
> If he desires to continue his college course, his Junior College diploma is evidence that he has satisfactorily completed two years of substantial college work, and has the capacity and ability to profit from the final two years of the college course.

The following quotations from the open letter addressed to the high school graduates give information concerning the organization of the Junior College, its faculty, its program of required courses, and the nature of its work.

The freshman and sophomore years of our College of Liberal Arts have been reorganized into a Junior College. While each member of the Faculty is a specialist in his subject, every professor in the Junior College is primarily interested in his students. As a specialist he is able to select those phases of his subject which will be of the greatest value to them. The aim of each professor is to help his students and not to stuff them with subject-matter of little or no value to them.

That the Program of Required Studies is modern and planned to be of real service to you will become evident if you will but glance through the following brief descriptions of the courses. (The figures in parentheses indicate the number of semester hours of credit awarded upon the satisfactory completion of the respective courses.)

Program of Required Courses

FRESHMAN YEAR

Principles of Human Behavior (3). Aim: To help you to discover how and why you and other people behave as you do, so that you may more intelligently influence the behavior of others as well as more effectively control your own conduct. The course is given by the Dean of the College.

College Life (2). Aim: To discuss with you some of the most important problems of college life, the solution of which will enable you to get the most out of your

college life. This course also is given by the Dean of the College.

English Language (5). Aim: To help you to improve your ability to express most effectively, in writing, thoughts which you feel are worth communicating to others. There is a great demand for men and women able to say what they want to say in the most forceful and telling way.

Modern American and English Literature (5). Aim: To give you a chance to read, discuss, and appreciate the best of our modern literature. A study of the literature which is influencing the lives of men and women of today.

Problems of Modern Social Life (5). To help you to understand the complex society in which you find yourself, a rapid survey is made of the more primitive forms of social life and of the evolution of the most important of our own social institutions. When people live together in groups there always result problems. A study is made of these problems and of the efforts which are being made toward their solution.

Modern History (5). Special attention is given to the study of the social, industrial, commercial, and civic aspects of the history of modern Europe and America.

Economics (2). A study of the most important topics in economics from the point of view of the individual, the family, and the community.

Modern Problems of State and City Governments (3). Our people in their endeavors to develop democratic governments in their states and cities are confronted with all sorts of problems which they are attempting to solve in a variety of ways. It is the purpose of this course to study

these problems and what is being done in Europe and America toward their solution.

Physical Training (2). The course includes organized gymnasium work, games, and competitive sports planned to keep the body in first-class condition.

SOPHOMORE YEAR

Physics of Every Day Life (3), or *Chemistry of Every Day Life* (3). As indicated by their titles, these courses aim to help you to discover the laws and principles of either physics or chemistry, a knowledge of which will enable you to understand many important phases of your complex physical environment.

Preventive Measures (3). We are today preventing rather than curing diseases. We study how the body works, and what we must do to make it work with ease, and not dis-ease. Most of our physical troubles can be prevented if we know what to do in time. This course teaches us what to do and why we do it.

Foreign Life Studies (3). Each foreign language department will offer a course devoted to a study of the important phases of the life of the people whose language and literature the department teaches. While students will be allowed to choose which of these courses they desire to take, the course is not required of students who continue the study of a foreign language, which may be done in either the freshman or the sophomore year.

Modern Logic (3). We all admire the logical thinker. Most of us, however, tend not only to make serious mistakes in our thinking, but also to be misled by fallacies

in the thoughts of others. It is the aim of this course to help you to discover and incorporate in your own thinking the principles underlying efficient thinking, as well as to acquaint you with the mistakes and errors most commonly made.

Physical Training (2). The work of the freshman year continued.

Upon the satisfactory completion of sixty semester hours of collegiate work including required and elective courses, students will receive the Junior College Arts diploma, which will admit them into the Senior College.

Such were some of the important details of a program designed to convert a liberal arts college dominated by traditional educational ideals into one the acknowledged purpose of which was to develop socially efficient American citizens. The details, when submitted to the Board of Trustees, were referred to its committee on academic affairs composed of three professional men, one of whom had served as the secretary of a prominent university president, and all of whom had become intelligently interested in the problems of higher education. This committee, after careful consideration of the details, endorsed the program as submitted, and recommended its adoption by the board, which took such action early in August.

That so important an academic program should have been approved by a lay board rather than

by a college faculty was, in this case, purely accidental. It was so late in the summer that, if the program was to be put into execution the following September, an immediate decision was imperative. Action was therefore taken by the lay board legally responsible for the conduct of the college rather than by the college faculty. Judging from the following description of faculty conservatism, written by one of America's foremost students of the college curriculum, it is doubtful if the approval of the faculty could have been obtained for such a revolutionary piece of academic legislation as would have been necessary to put the program into execution.

> The books of each college registrar recount the fertilizing influence of new ideas and the birth-pains of new curricula. Everywhere the old has struggled with the new. Usually the old has held its own by force of mere numbers. New members of the faculty have no votes until they have proved themselves docile followers, safe custodians of tradition. No bodies of men, if we except certain dying church societies, have been so bound by tradition as college faculties. "What has been should be," is the nearest approach to a guiding principle that many an institution has conceived. Old professors have selected as their successors men who have succumbed to the system rather than those who have revolted.
>
> No wonder that the courses of study of the small colleges during the past century appear, at this perspective,

to have trailed along reluctantly a generation behind the just demands of the multitude they were supposed to serve. . . . Seldom has a program of study been constructed in accord with any accepted educational principles, revealing coherence, consistency, and breadth. Rather, each course of study has been patched up for the year, or even for the term, from the vested interests that contrived to hold their own and the new interests that managed to wrest an hour here and there from the conservators of the past.[1]

The action taken by this lay Board of Trustees, however, was very different from that described by Dr. Foster. In this action the board accepted not only a definitely formulated purpose, but also a program carefully planned to accomplish that purpose and endorsed by a committee of men prepared by study and experience to decide intelligently the questions involved. The curriculum of the junior college which they endorsed had been made without the interference of either "vested" or "new" interests, and it included, as required courses, only those considered necessary for the achievement of the aims of the college. Those aims, so far as they affected the work of the first two years, had been formulated as follows:

[1] William T. Foster, *Administration of the College Curriculum,* pp. 130–132.

The Junior College has a threefold purpose to accomplish: it prepares its students either (1) to continue their college work in a senior college, (2) to enter a professional school, or (3) to enter the life of the community as citizens well prepared to live efficient lives of service.

The following six junior college objectives were implied in the program approved by the Board of Trustees:

1. Preservation of health;
2. Development of the ability of students to think clearly, accurately, and intelligently;
3. Development of the ability of students to express themselves effectively in writing;
4. Orientation of students in the modern world;
5. Orientation of students in the college world;
6. Development of such knowledge, habits, ideals, interests, and methods of procedure as make for success in the activities of life and of the senior college and professional schools.

That trained teachers rather than research scholars were needed for the attainment of such objectives, was recognized by the Board of Trustees in its new appointments to the instructional staff. All of the new men were selected on ac-

count of their vital interest in students, their ability to teach, and their sympathy with the aims and new program of the college.

The attitudes toward the new program assumed by the members of the staff who had previously taught in the college ranged all the way from suspicious interest through indifference to the hostility expressed in a voluminous letter written by the Professor of Classical Languages and Literatures and sent by him to each of the nine members of the Board of Trustees. The following paragraphs from this letter are of interest, as they summarize arguments which subsequently became stock arguments against the early introduction of the social sciences and against courses now generally known as orientation courses.

> The unwisdom in the selection and distribution of courses is manifest in demanding Sociology, Economics, and Political Science in the first year, or at least by the close of the second year. These subjects do not offer the strict intellectual discipline which other studies afford. Their subject-matter is of one kind and lacks diversity. It calls into play only certain faculties of mind. A wise counsel would distribute these subjects over the four years, or, preferably, postpone them until the last two years, when the students are more mature and when they can be assumed to approach the subjects with increased appreciation. At any rate, these courses ought not to be made compulsory for the first two years.

No university in America or Europe attempts to force its students into the narrow strait-jacket which this program represents. My contention is that these subjects should be optional, which is in accordance with the practice of good schools. As these subjects are popular, they will be taken by students at some time or other.

The unwisdom is apparent also in the courses made obligatory for the second or sophomore year. The studies prescribed here are not the regular, thorough college courses, but popularized and quasi-diluted courses such as the "Chemistry of Every Day Life," and "Foreign Life Studies."

My contention is that these courses have no place in a serious and sound college curriculum. Popularized courses of this kind might be offered in addition to the usual college courses when the teaching staff is sufficiently large to enable such courses to be offered without injuring the work in the classroom, but to have these courses replace the regular college courses is sheer educational folly.

Furthermore, I briefly invite your attention to the fact that no provision is made for Higher Mathematics in the Program of the Junior College. A student need not study Higher Mathematics in our College, if he does not care to!

The author of the letter then proceeded to criticize the program for its "unpedagogical discrimination against the foreign languages," calling attention to the fact that, as they were not required in the new program, a student might pass through his four years of college without hav-

ing been "infected in the least with a foreign language!"

In reply to this attack on the program of required studies in the interest of the compulsory study of foreign languages and mathematics, the dean of the college, in a letter also addressed to the members of the board, explained the nature of the program as follows:

Even a superficial reading of the program of required studies will reveal the fact that it is broad rather than narrow, as it is intended to put the student into vital touch with the exceedingly complex life of our modern urban civilization. No important line of human activity treated in our standard colleges is omitted.

A careful study of the program and a comparison of its courses with those offered in other colleges will reveal the following facts: (1) That there is not a single course included which will not function in the lives of the students. (2) That there is not a single course scheduled by us which is not offered in some college or university of unquestioned academic standing.

As a result of the elasticity of our program, it is possible for students to take in the first two years, a year of college mathematics, two years of a foreign language, and a year of college science required in many colleges, and still be able to meet the requirements for our Junior College arts diploma.

It is possible for students who are planning to spend their last two years at some other college, to plan their work with us so as to duplicate the courses required in the

first two years by the college to which they intend to go.

Our Junior College required program is not like the laws of the Medes and Persians. It is a live, evolving process. Changes will have to be made from time to time as our experience in organizing and conducting a genuinely American liberal arts college matures.

In his letter the dean also called attention to the fact that the arts faculty, with but one dissenting vote, had approved the program of required studies, when it recommended to the Board of Trustees that the completion of the program be required of all candidates for the degree of Bachelor of Arts. Among other senior college requirements recommended to the board by the arts faculty was one which provided that candidates for the degree of Bachelor of Arts be required to do a constructive piece of work for the city or to complete a task of interest to a fairly large percentage of its citizens. In this work the student was expected to apply the knowledge which he had gained in his major study.

This requirement was one of the first attempts of an arts college to help its students to "humanize" knowledge which they had gained in their studies. The idea was that the student should not only master a limited field of knowledge in his major study, but should also be able to apply his knowledge to the solution of some practical problem, or to re-state what he had learned in

such a way as to be of interest to the average citizen. It was hoped that in this way the college would be able to develop in the student a consciousness of his responsibility to use his knowledge in practical life. It was also hoped that through the performance of his task the student would gain some appreciation of the social significance of modern scholarship.

All of the recommendations concerning new degree requirements made by the arts faculty were approved as the result of action by the Board of Trustees, which also authorized the organization of an administrative board of the arts college, to be composed of the dean of the college, a faculty representative, and the president of the institution. To this administrative board was delegated the authority to make such changes in either junior or senior college requirements as might seem necessary or advisable.

The delegation of legislative authority to the administrative board of the arts college completed the program planned to establish conditions essential to the modernizing of the college. Purposes and objectives in harmony with American ideals had been adopted by the Board of Trustees, which had also approved a curriculum including a program of required courses—required because they were considered essential to the achievement of the aims of the college. The

program was recognized as tentative, however, and an administrative board representing the college faculty and the college administration had been created with power to determine by careful experimentation the courses which should be required in order that the objectives of the college might be attained most effectively.

That the modernizing of a liberal arts college requires something more than the establishment of favorable conditions such as those just described became painfully apparent as the college passed through the experience of the first three years, sketched in the following chapter.

CHAPTER II

FACULTY "PROTECTION" VS. STUDENT BENEFIT

WERE Congress to delegate to the manufacturers of the country the adjustment of the protective tariffs, the general public would receive just about as much consideration as college students receive in curriculum adjustments made by the average college faculty. "Protection" of academic departments rather than student benefit seems to be the central idea in such adjustments. All thought of service appears to be forgotten in the semi-political manœuvrings for departmental prestige, if not for departmental existence. At first there is a struggle for places on the list of required subjects. When it becomes evident that such "high protection" is impossible for all of the departments, an endeavor may be made to secure "equal protection for all" through a departmental group system of some kind. If for any reason this should prove unsatisfactory, "academic free trade" with "no protection to any department" may be accepted in some modification of the "free elective" system.

The curriculum resulting from customary faculty action is, as Dr. Foster points out, "the motley production of numerous transient causes, of pulling and hauling, of tyrannical tradition and personal preference, of accident and compromise, rather than the deliberate and consistent adherence to any fixed principles whatever."[1]

It had been the intention of those responsible for the academic legislative program discussed in the preceding chapter to arrange the situation in such a way as to avoid such "pulling and hauling" and to make possible a "deliberate and consistent adherence to fixed principles." With this end in view the Board of Trustees had limited the power of its arts faculty to discussion and recommendation, and had delegated to the administrative board the authority to make such changes in title and degree requirements as might be necessary in order more effectively to attain the objectives of the college.

During the year in which the new program was inaugurated, this legislative and administrative scheme adopted for the college by its Board of Trustees worked very well. There were numerous faculty meetings devoted to the discussion of educational problems connected with the work of the classroom. The administrative board

[1] William T. Foster, *Administration of the College Curriculum*, p. 122.

made a number of changes in the required course of study. "Regular" courses in the sciences were substituted for the courses in "The Physics and Chemistry of Every Day Life," when the physics and chemistry departments announced that they would be unable to offer such "cultural" courses the following year. The foreign language requirements were dropped when the foreign language departments declared their unwillingness to offer the courses in "Foreign Life Studies." In order that there should be no misunderstanding of the attitude of the college toward the study of the foreign languages, however, the administrative board published the following paragraph in the catalog:

> While the students in the Junior College division are not required to continue their work in a foreign language, they are advised to do so until they have mastered a foreign language as a working tool at least for the acquisition of knowledge. Students planning to continue their work in the Senior College division are urged to gain such a mastery of at least one foreign language.

In the second year, however, the legislative and administrative scheme did not work so well. In filling the office of dean the Board of Trustees had appointed the new incumbent, not because of his preparation or fitness for the position, but in order to attract him to the institution as a pro-

fessor. It soon became apparent that the new dean was not interested in any attempts to determine by careful experimentation the courses necessary for the attainment of the objectives of the college. A staunch advocate of "democratic faculty control," he assumed that the best way to solve curricular problems was "to put it to a vote of the faculty and give everyone a right to vote." Political action was thus destined to replace scientific experimentation as the method of curriculum construction.

Unfortunately for the modernization of the college, the new members of the instructional staff appointed on the recommendation of the new dean were subject-matter specialists rather than college teachers in sympathy with the aims of the college. They were men who had received their undergraduate training in institutions in which the work of the first two years was devoted to the study of the foreign languages, mathematics, English, history, and science. In the institutions with which they were acquainted, courses in the social sciences and education were generally postponed until the junior and senior years. For these men, who were unaware of what the college was attempting to accomplish in its freshman classes in education and the social sciences, it was very disconcerting to observe the small classes in departments which in most colleges were over-

flowing with freshmen, and the large classes in economics, education, political science, and sociology.

Among such men propaganda fostered by the Professor of Classical Languages spread very rapidly. That propaganda was directed against the program of required subjects for the following alleged reasons: The program had not originated with the faculty but with a lay board of trustees, who, it was contended, were hardly qualified to pass upon the academic questions involved. The revolutionary provisions of this program had caused the college to become unlike other colleges—which was dangerous for a young institution, since it might prejudice older colleges against its work and thus react unfavorably upon the standing of its students who might wish to transfer to those institutions. Hence the importance of making the college like other colleges by substituting a "standard curriculum" for this "radical program" which had been forced upon it.

When it was discovered that members of the instructional staff were going to members of the Board of Trustees with this propaganda, a convocation of the faculty was called to consider the situation from the point of view of professional ethics, as also with reference to the best interests of the institution. The practice of going to board

members with faculty problems was condemned as "unprofessional" and it was unanimously decided that faculty problems must be kept faculty problems, to be thrashed out and solved by the faculty. In order to make such a policy possible in the case of the curricular problems of the arts college, the administrative board referred those problems to the faculty, with the understanding that it would confirm whatever action the faculty might take.

This action of the administrative board was followed by four months of "pulling and hauling" between the "progressives" and the "conservatives" of the faculty. Those interested in modernizing the college fought for requirements which would insure the attainment of its objectives, while those interested in bringing the college back into the fold of traditionalism fought quite as stubbornly for legislation which would re-establish a traditional curriculum and incidentally result in a redistribution of students.

After the recommendations of two committees had failed to receive the approval of the faculty, the latter accepted a compromise which adopted a formulation of aims for the college satisfactory to the "progressives," and substituted for the program of required subjects a new system of requirements satisfactory to the "conservatives."

The following are the statements officially accepted by the arts faculty as setting forth the aims of the college:

Recognizing the fact that a large number of students in a city college will be able to remain in college only two years, the Arts College has organized its work into two college divisions, referred to as the Junior and Senior Colleges.

The aim of the Junior College is to familiarize the student with the most important phases of his modern urban environment as well as to introduce him to the important lines of human thought and endeavor with which the studies in the Senior College deal more intensively.

Too often the student who has completed two years of work in college feels that his studies have taken him nowhere. The student who completes two years of study in the Junior College leaves his college better prepared to meet the social, economic, and political problems which will confront him, better prepared to render intelligent service to his fellow-citizens.

While the aim of the Junior College of Arts and Sciences is to familiarize the student with himself, his college, and his urban environment, and to develop in him an interest in the various lines of human thought and achievement, the aim of the Senior College is to help the student to make a more intensive study of the problems in a few of these lines.

A second aim of the Senior Arts College is to give the student training in performing service of a civic character. Candidates for the Bachelor of Arts degree are therefore

required to do a piece of work for the city or to perform some task in which a fairly large percentage of the citizens will be interested. In this work, the student is supposed to apply in the service of his fellow-citizens the knowledge which he has gained in his major study.

In the work of both Junior and Senior Colleges the student is constantly dealing with vital problems and facts connected with the life and activities of the community.

The holder of the Junior College title has prepared himself for intelligent citizenship, while the Bachelor of Arts has prepared himself to be of service to his fellow-citizens, and has demonstrated his ability to be of such service.

Such were the aims officially adopted by the arts faculty. While to a great extent they were a restatement of aims previously adopted by the Board of Trustees, a distinct gain was made toward modernizing the college when the faculty officially accepted this definite formulation of aims in harmony with American ideals, and thus placed itself on record as pledging to their achievement the activities of the college. While the faculty might ignore the aims which it had thus officially accepted, there was little danger that it would publicly repudiate them. Sooner or later the time would surely come when the faculty would be forced by the logic of the situation into making practical use of these aims in determining the curricula of the college. No opposition was

therefore made to the adoption of the following requirements, admirably adapted to "protecting the interests" of the various departments through an "equitable distribution of students," but entirely unrelated to the achievement of the aims of the college.

The diploma of the Junior College is granted to students who have satisfactorily completed the following requirements:

1. Six semester hours of work in the department of English.

2. Thirty-six semester hours which must comprise twelve hours of required work in at least two departments of each of the following groups:

a. The Languages, Literature, and Philosophy group, including the departments of English, English Literature, French, German, Greek, Latin, Spanish, and Philosophy;
b. The Science group, including the departments of Bacteriology, Biology, Chemistry, Hygiene, Mathematics, Physics, and Psychology; and
c. The Social Science group, including the departments of Economics, Education, History, Political Science, and Sociology.

3. Eighteen semester hours of elective work.

4. Two semester hours of work in the department of Physical Training.

A comparison of these departmental group requirements with the requirements which they superseded will reveal how the "equitable distribution of students" was to be accomplished. While the hours required in the language and science groups were increased, those in the social science group were reduced from twenty to twelve. Previously the fact that social science courses had been required of candidates for the junior college title had tended to lead other students to enroll in those courses. It was therefore expected that the elimination of these courses from the list of prescribed subjects would take away from the social science departments the prestige which they had previously enjoyed. It was also thought that students coming from high school without having been introduced to the subjects in the social science group, other than history and civics, would tend to take in their freshman year the subjects with which they were familiar, and would be inclined to turn away from the courses in economics, education, and sociology. The compromise, therefore, represented a victory for the traditionalists opposed to the early introduction of education and the social sciences.

In an effort to reduce to a minimum the handicap placed by the new requirements upon the student orientation courses offered by the depart-

ments in the social science group, the dean of the college published the following paragraphs in the catalog calling attention to the civic and social aims of the junior college:

The Arts College owes to every student who enters its doors a training that will make for efficient citizenship. Democracy, a government by discussion, will stand or fall in proportion as citizens are intelligent or unintelligent in deciding the important questions of public policy that must constantly come before them.

The Arts College has attempted to meet its responsibility through the Junior College, which aims to give the student a mastery over his own body and mind, to supply him with the power to communicate with his fellows, to acquaint him with his surroundings, and to familiarize him, insofar as the time will permit, with the past, with the physical world, and with the world of thought.

Efficient citizenship is the frank aim of this Junior College course.

The departments offering student orientation courses which aimed to assist students in the assimilation of those principles held to be of greatest value to them in becoming intelligently acquainted with the modern world, were requested to furnish for the catalog interesting descriptions of those courses. A glance at the following descriptions furnished by the departments will reveal the fact that not all of them were of such a character as to capture the attention of freshmen:

Modern Economic Problems. A general discussion of the more pressing economic problems, including the cost of living, the standards of living, wages, immigration, industrial risks, and unemployment. The course is designed to interest beginners in the more familiar economic questions of the day.

The Industrial System. The industrial system is the most prominent among the modern social institutions. Its influence is widespread, and its ramifications extend to every individual and every social organization in the community. Like previous economic systems, the industrial system is the product of an evolutionary process. The greater portion of the course is devoted to a discussion of industrial evolution and to the development of large scale industry.

The Government of American Cities. Condition and development of city life. Social groupings, problems of health, industry, and government, and the attempts to solve them. Organization and administration of city government. Municipal politics, finance and taxation. Public services, regulation, control, and municipal ownership of public utilities.

Modern Social Problems. A study of the chief social problems surrounding the family, the home, the school, the church, industry, the city, and the state, with the relation of these social groupings and activities to the lives of people.

Social Evolution. An examination of the forces that lead to social improvement and progress. The evolutionary principle is described in its relation to the social institutions considered in the preceding course.

Principles of Human Behavior. Aim: To help students to discover how and why they behave as they do, so that they may more intelligently influence the behavior of others as well as more effectively control their own conduct.

College and University Education. A comparative historical and psychological study of college and university education with a view to helping students to orient themselves in college. Attention is given to the discussion of some of the most important problems confronting college men and women.

There is no evidence, however, that these descriptions in any way lightened the handicap placed by the new requirements upon the departmental orientation courses. In each of the departments offering such courses there was a reduction of more than sixty per cent in the number of students enrolled in them. On the other hand, there was a markedly increased enrollment in the foundation courses planned to enable students to master those facts and principles of a subject held necessary for subsequent work in the respective departments. In economics, the orientation course in "Modern Economic Problems" was discontinued in favor of the customary foundation course in the "Principles of Economics." The department of sociology added a foundation course in the "Principles of Sociology." In history, the students were encouraged to elect foundation courses

in American, English, and Medieval History rather than the orientation course in "Modern European and American History." Only in literature and in sociology did the orientation course enrollments in the first year under the new requirements exceed those in the foundation courses.

Among the facts revealed by a study of the immediate effects of the substitution of the departmental group system of requirements for the program of required subjects, the following are of interest: (1) There was a decided proportional increase in the student registration in the departments of history and modern languages; (2) there was a decided reduction in the registrations of the departments of education, sociology, and economics, traceable directly to the change in requirements. The injury to the work of the last two departments caused by this change was very apparent. In sociology, the student semester-registrations declined from 12.2 per cent of the total junior college course-registrations to 6.7 per cent, while in economics there was a similar decrease from 8.6 per cent to 1.7 per cent.

Before the close of the year in which the new requirements were put into effect, it became evident that the achievement of the aims of the college would be very difficult, if not impossible, under the departmental group system of require-

ments. The attention of the faculty was called to the fact that under those requirements students could be graduated without coming in contact with subjects essential to the achievement of the aims which it had approved. The question was raised as to whether fairness to every one concerned did not demand either the frank abandonment of the aims which it had adopted, or the discontinuance of a system of requirements demonstrably unsatisfactory from the point of view of their achievement.

As had been anticipated, there was no disposition on the part of the arts faculty to abandon the aims which it had officially accepted. While it was willing to discontinue the requirements then in effect, the faculty was not ready to return to any system of prescribed subjects. Therefore, the only way out of the dilemma seemed to lie in the direction of free electives.

The adoption of a system of free electives, however, would not be without its embarrassments to the faculty, which had been made responsible for the determination of title and degree requirements. The satisfaction of these requirements was supposed to result in the achievement of the aims of the college. To leave students entirely free in their election of course would indicate that students were expected to elect such courses as would contribute most effec-

tively to the achievement of the aims which the faculty itself had adopted. To adopt a free elective system would, therefore, transfer to students a responsibility specifically assigned to the faculty at its own request. But while the adoption of the elective system thus implied the shifting of faculty responsibility to the students, still it represented the line of least resistance, and was consequently followed by the faculty—with results described in the following chapter.

CHAPTER III

SHIFTING RESPONSIBILITY FROM FACULTY TO STUDENTS

IN the determination of academic requirements the power of the average college faculty is practically autocratic. It can do whatever it pleases, within traditional limitations, without being held responsible for securing any definite results through what it has done. It is not surprising, therefore, that college faculties have held tenaciously to their "academic prerogatives." Interest in such prerogatives may be expected to decline very rapidly, however, once they are divorced from their autocratic character. When boards of trustees hold college faculties responsible for the formulation of such requirements as will insure the achievement of definitely formulated aims vitally related to the activities of life, we may expect a change in faculty attitude toward "academic rights." Such, at least, was the result in the case of the college in which we have been interested.

After having fought valiantly and successfully for "its inalienable right as a faculty to determine its own academic requirements," the faculty seemed to lose interest in those rights when it discovered that there had been associated with them the understanding that the requirements were to be of such a character as to guarantee the achievement of the aims which it had adopted. Rather than meet this responsibility by prescribing the courses which it had reason to believe would insure the attainment of the objectives of the college, the faculty shifted its responsibility to the students by adopting the following modification of the free elective system:

The title of Associate in Arts is conferred upon students who under the regulations of the College have satisfactorily completed the following requirements:

1. Six semester hours of collegiate work in the department of English.
2. Two semester hours of work in the department of hygiene.
3. Two semester hours of work in the department of physical training.
4. Fifty-two semester hours of work in College elected by the student subject to the approval of the Dean or of the student's adviser appointed by the Dean.

It is assumed that the six years of work of the students in the secondary school and the junior college will include at least the following amounts of work in the respective

studies: (A year of work is understood to mean a unit of secondary school work or from four to six hours of collegiate work.)

Study	Minimum Number of Years of Work
English Language and Literature	4
Mathematics	2
Sciences	2
Foreign Language	2
American History	½
Modern European History	½
Economics	1
Political Science	1
Sociology	1
Education or Psychology	½
Philosophy	½

It will be noted that these requirements prescribe but three subjects, viz., English, Hygiene, and physical training. They recognize the principle that the function of the junior college is to supplement the work of the secondary school in such ways as to complete the "general education" of the student. While they shift to the student the responsibility of deciding what courses he will actually take, they suggest to him the departments in which it is assumed that he will do work prior to graduation from the junior college. And finally, the requirements place at the

disposal of the student the services of dean and faculty advisers.

At the time of the adoption of these requirements the faculty, in order to assist the students in electing their courses, directed the departments of the college to prepare for the catalog brief descriptions of departmental aims. These descriptions, as presented, represent one of the earliest attempts to formulate departmental objectives from the point of view of the achievement of the officially accepted aims of a college.

While the faculty made provision for advising students, the responsibility of deciding what subjects would actually be studied by the individual student had been shifted from the faculty to the student. As a result of this action, students by their election of subjects decided not only the extent to which they would fulfill the assumptions of the faculty as regards minimum amounts of work in designated departments, but also the parts to be played by the various departments in the education of the graduating classes, and the instructional loads of the college departments. The remainder of the chapter is devoted to a record and discussion of the more important results of the decisions of college students who had been allowed to study the subjects which appealed to them. The record of the six years in which the students were thus left free to study subjects

in which they were deeply interested or subjects which they felt would be of value in meeting the requirements of other institutions or the demands of practical life, is of interest from the point of view of institutional development as well as from that of the subjects selected by college students when given academic freedom of choice.

The last five of the six years in which the free elective system was in effect were years of very rapid development for the college and especially for its junior college division. The enrollment of the junior arts college in the last year of this period exceeded 250 per cent of that of the first year of the five-year period. The enrollments in the freshman classes, however, had increased much more rapidly than the number of candidates for the titles. Decided differences had existed between the number of entering freshmen of one September and the number of students who received the title of Associate in Arts a year from the following June. In one class the Associates in Arts numbered only 66 per cent of the enrollment of the class in its freshman year and in succeeding years this percentage continued to drop until it reached 25 per cent. During the period, therefore, an increasing percentage of students left the Junior College before completing the course.

In order that the aims of the Junior College

might be achieved as fully as possible in the lives of students leaving before the completion of the sophomore year, the student advisers encouraged freshmen and sophomores to include in their studies as much as possible of the work which candidates for the title were assumed to have completed. The suggestions included in the requirements were therefore brought to the attention of all of the students and undoubtedly influenced the study programs of a majority of the junior college students.

That all of the departments did not share equally in the rapid development of the junior college is indicated by Chart No. 1, which exhibits the ranks of the departments from year to year in the last five years of the period in which the free elective system was in force. The ranking is based upon the percentage of the total number of student-semester-hours of enrollment in junior arts college courses. The percentages are indicated on the percentage scales.

From the facts revealed in Chart No. 1 it is evident that the requirements exerted both a positive and a negative influence. The negative influence seems to have been most noticeable in the case of the foreign language departments. In the first year covered by the chart, the department of French ranked high above any other department with 18.5 per cent of the total semester-hours of

PER CENT DISTRIBUTION OF STUDENT-SEMESTER HOURS OF ENROLLMENT IN JUNIOR ARTS COLLEGE COURSES AMONG THE DEPARTMENTS OF THE COLLEGE OF LIBERAL ARTS UNDER THE FREE ELECTIVE SYSTEM

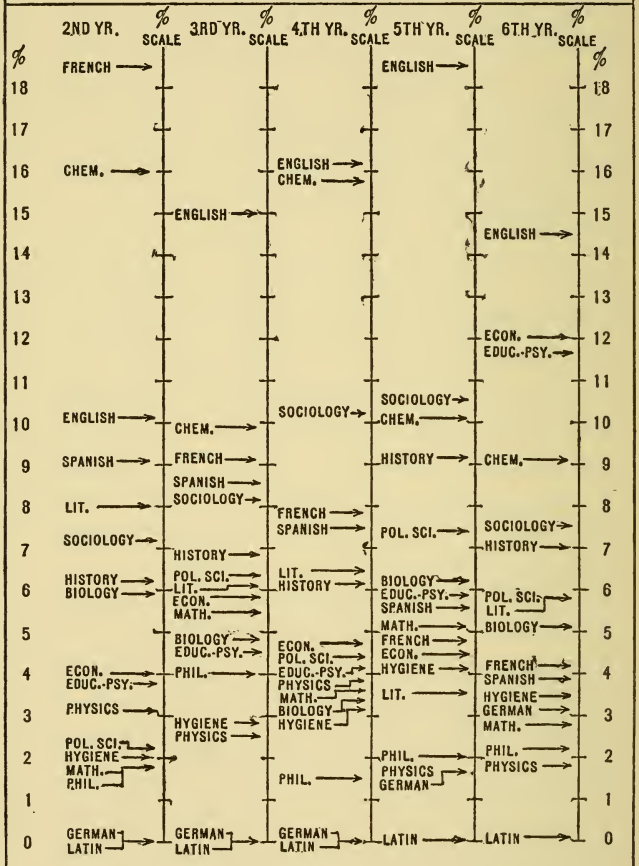

CHART NO. 1.

enrollment to its credit. Four years later it had dropped to the tenth position with but 4.1 per cent of the total semester-hours of enrollment. In the case of the Spanish, the drop from fourth to eleventh position and from 9.1 to 4 per cent was not so great.

While in practically every case students when they registered for the first time were asked whether or not they desired to continue or to begin the study of a modern language, the chart would seem to indicate that without some kind of pressure students do not, in large numbers, elect foreign languages. In fact, during the period covered by the chart the percentage of the total semester-hours of enrollment in foreign languages declined from 27.6 to 11.4 per cent. It is natural that members of the instructional staffs of departments which as a rule are very highly "protected" by traditional requirements, should feel hostile toward requirements that did not put pressure upon students to make them at least go through the motions of learning a foreign language.

The positive influence of the requirements appears to have been most potent in the case of the social sciences, and education and psychology, which are considered together. In the first year, sociology ranked sixth. It then rose gradually to second position, when its junior college instructional load was almost as heavy as that of all the

foreign language departments combined. The rise of economics from a low rank to second place, where its junior college instructional load was heavier than that of all the foreign language departments together, is even more remarkable.

The contrasts between the tendencies of the foreign language departments and the social science departments, exclusive of history, are illustrated by the following facts: In the first year covered by the chart, the junior college load of the foreign language departments was twice that of the social science departments. Four years later their positions were exactly reversed. In fact, in that year the combined instructional load of the foreign language departments was lower than that of the departments of education and psychology. In the same year one-third of the total junior college instructional load was carried by the departments of education and the social sciences exclusive of history.

Such facts as these could not but have a psychological effect upon the members of the instructional staffs of departments which in many colleges, by virtue of their preferred position upon lists of required subjects, monopolize the greater share of the time and efforts of freshman and sophomore students. Apparently some of the feelings thus engendered were expressed to members of the Board of Trustees. At any rate,

when the board was considering the enlargement of the instructional staffs of the social science departments in order to reduce the abnormal number of over-sized classes in those departments, several of its members quoted expressions used by discontented members of the instructional staff to the effect that "too much attention was being devoted to the social sciences."

Outstanding as were the effects of the free elective system upon the instructional service of departments as indicated by their instructional loads, the effects of the requirements upon the parts played by the college departments in the education of the junior arts college graduating classes were not less noticeable. Let us assume that the amount of credit earned in a department by members of a graduating class may be regarded as indicative of the contribution of the department to the education of the class. The part played by a department in the education of the class may then be represented by its percentage of the total college credit awarded all of the members of the class. From this point of view, an idea of the part played by each of the fourteen college departments in the education of each of the six classes which were graduated under the free elective system, may be obtained from the data contained in Chart No. 2.

It will be noticed that Chart No. 2 indicates a

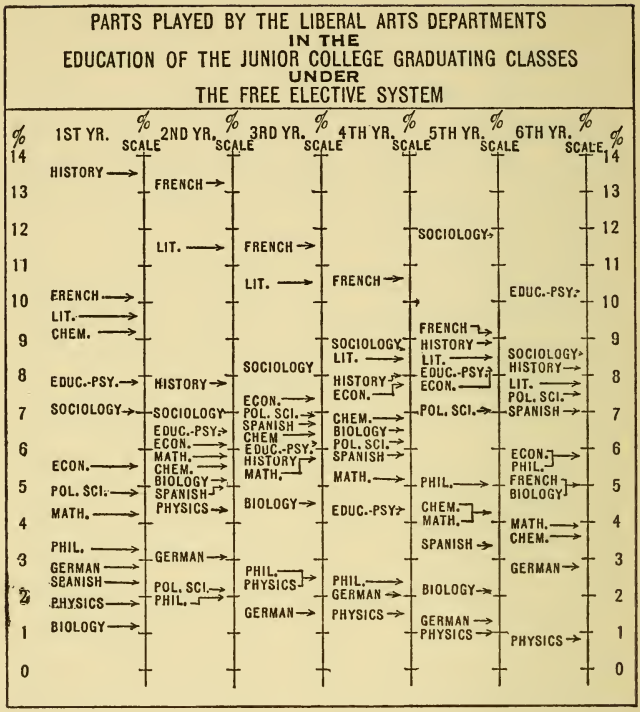

CHART NO. 2.

The part played by each department is indicated by its percentage of the total semester hours of Arts College credit awarded the graduating class.

steady decline in the importance of the part played by French, the actual drop having been from 13.2 per cent of the total arts college credit earned by the class to 5 per cent. On the other hand, Span-

ish appears to have played an increasingly important part in the education of the graduating classes, its percentage having advanced from 2.4 to 7.1. During the entire period, the part played by German was comparatively insignificant.

On the other hand, the parts played by the social sciences in the education of the graduating classes grew in importance. Sociology rose from sixth place to the highest rank in the fifth year, dropping back to second place in the following year. The movement of economics was also upward, both in position and in percentage. Political science rose and fell, ranking eighth in the first year, and fifth in the last year. The movements of the departments of education-psychology and philosophy were more irregular. The former departments, in their combined service, rose from eleventh place to the highest position, while the department of philosophy dropped to the lowest position from which it advanced to the sixth place.

The parts played by fourteen college departments, exclusive of English composition, hygiene, and physical training in the education of the total number of graduates for the six years in which the free elective system was in effect, are indicated in the following table in terms of the per cent of the total number of semester-hours of credit earned by the members of the six classes.

Rank	Department	Per cent of total hours of credit
1.	French	9.3
2.	Literature	9.0
3.	Sociology	8.9
4.	History	8.4
5.	Education & Psychology	7.8
6.	Economics	6.6
7.	Political Science	6.3
8.	Chemistry	5.6
9.	Spanish	5.3
10.	Mathematics	4.8
11.	Biology	4.0
12.	Philosophy	3.8
13.	German	2.2
14.	Physics	1.8

The most noteworthy fact about the above table is that the departments of sociology, education-psychology, economics, and political science rank in the upper half, while mathematics and two foreign languages fall into positions in the lower half. Evidently junior college students free to choose their studies under the conditions provided in the requirements were electing work in departments in which in the secondary schools they had had no opportunity to study. The extent to which they were doing this is revealed in Chart No. 3, which

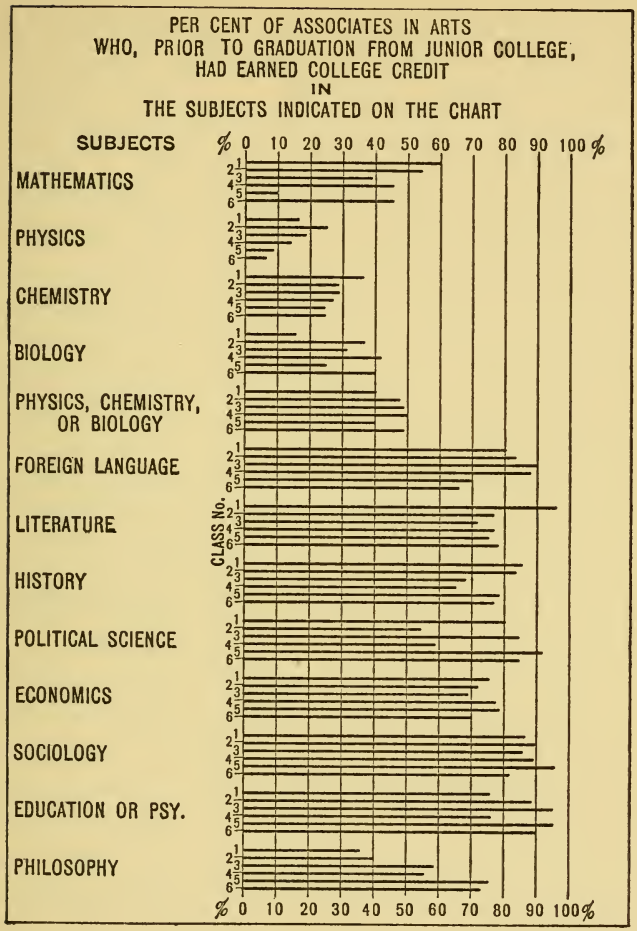
PER CENT OF ASSOCIATES IN ARTS
WHO, PRIOR TO GRADUATION FROM JUNIOR COLLEGE,
HAD EARNED COLLEGE CREDIT
IN
THE SUBJECTS INDICATED ON THE CHART
SUBJECTS
% 0 10 20 30 40 50 60 70 80 90 100 %
MATHEMATICS
PHYSICS
CHEMISTRY
BIOLOGY
PHYSICS, CHEMISTRY, OR BIOLOGY
FOREIGN LANGUAGE
LITERATURE
HISTORY
POLITICAL SCIENCE
ECONOMICS
SOCIOLOGY
EDUCATION OR PSY.
PHILOSOPHY
CLASS No.
1
2
3
4
5
6
% 0 10 20 30 40 50 60 70 80 90 100%

Chart No. 3.

indicates the percentage of Associates in Arts in each of the graduating classes who, prior to graduation from the junior college, had earned college credit in designated subjects.

Chart No. 3 also indicates the extent to which the college departments failed to reach the Associates in Arts while they were students in the junior college. From this point of view the following facts are significant:

1. From thirty to ninety per cent of the Associates in Arts did not take work in the department of mathematics. This situation, so different from that existing in the traditional college in which mathematics is either required or placed upon some sort of preferential list, explains the antagonism of representatives of that department toward the requirements then in effect. When pressure is removed or the vocational motive is absent, comparatively few college students elect mathematics. It is unfortunate that departments are not content to center attention upon serving most efficiently students who thoroughly enjoy the studies of the department or will have occasion to use the knowledge and skill gained in the work of the department. Craving for students and for making a good numerical showing, however, attacks departments as well as colleges and universities.

2. The science departments, individually and

collectively, reached a smaller percentage of students than any other department or group of departments. Very evidently they did not participate in the education of the Associates in Arts to the extent demanded by the proper orientation of the student in the modern world. It is not difficult, however, to locate the trouble. The courses in the sciences have been loaded with too many facts and principles of little value except to the specialist. The introductory courses in the sciences have been of the "foundation" type planned for the student who intended to continue his science studies. Others might enter the courses, but they were compelled to take everything planned to produce the future specialist. Recently more attention has been given to those facts and principles which throw light upon the phenomena of life. Introductory courses have come to perform an orientation as well as a preparatory function. They still continue, however, to take too much time for the average student. Even before the close of the period covered by the chart, the college science departments were seriously considering the separation of these two functions in the organization of regular foundation courses for students planning to continue their studies in the sciences, and short orientation courses for students not contemplating any further work in those departments.

3. The percentage of Associates in Arts not reached by the modern language departments is not so large as that either of mathematics or of the sciences. Still to a member of the instructional staff of a modern language department, who has been educated in a small college and in continental universities, and who utilizes and enjoys several languages as well as he does English, the percentage of Associates in Arts who have not been reached in college by some modern language department must seem entirely too large. In the view of such a person, one hundred per cent of the Associates in Arts ought to have the ability to make use of a foreign language as an effective tool in acquiring knowledge, or as a means for the enjoyment of literature, if not as a medium for social intercourse.

4. From fifteen to forty-six per cent of the Associates in Arts failed to receive the type of training which the department of political science felt they needed in order to perform their duties as urban citizens. The department, however, reached a much higher percentage of freshmen and sophomores than is ordinarily reached by that department.

5. From twenty-two to thirty-one per cent of the Associates in Arts were graduated without having work in the department of economics.

6. Only from five to nineteen per cent of the

Associates in Arts were graduated without having had some work in the department of sociology. This record is duplicated by few, if any, colleges in the country.

7. Twice during the period covered by the chart twenty-five per cent of the Associates in Arts left the junior college without any systematic study of the principles governing the conduct of human beings.

8. From twenty-five to sixty-five per cent of the Associates in Arts did not enter the field of philosophy while in the junior college, although it should aso be noted that during the six years covered by the chart there was a consistent increase in the percentage of Associates in Arts reached by the philosophy department.

The facts just discussed indicate that the departments of education-psychology, philosophy, and the social sciences were serving a larger percentage of students graduating from the Junior college than are reached by those departments in most junior colleges or junior college divisions. They also suggest, however, that under the elective system the junior college was not uniformly successful in persuading its students to take work which it considered essential to the achievement of its aims.

It will be recalled that while the requirements then in effect placed few subjects upon the pre-

scribed list, they "assumed" that by the time the students was ready for graduation from the junior college he would have completed minimum amounts of work in specified departments or groups of departments. That not all of the graduates actually completed this work, is evident from the following table, which indicates the per cent of Associates in Arts of the graduating classes of the six years covered by the preceding chart who previous to graduation had not earned either secondary school or college credit in the specified subjects.

Subject	Percentage of Associates in Arts who had not earned either secondary-school or college credit in the subject
History	5
Political Science or Civics	5
Hygiene or Physiology	8
Modern Foreign Language	9
Psychology or Education	11
Sociology	12
Economics	26
Physics	32
Biology	35
Philosophy	37
Chemistry	47

The more important results of allowing college students freedom in their selection of studies may be summarized as follows:

1. Students left free to choose their studies as they pleased, elected work in the departments dealing with vital phases of human nature and of society. They flocked into the social science departments in such numbers as to necessitate increasing the instructional staffs of those departments. This raised questions in the minds of faculty members in other departments as to whether the social sciences were not being overemphasized.

2. Students tended to avoid the eight to ten hour courses in the sciences.

3. Comparatively few students elected work in the foreign languages and mathematics.

4. A considerable percentage of the students failed to take work which it was assumed that they would take in preparation for graduation from the junior college.

When in the remarkable increase in the enrollments of students the advisory system broke down, and considerable confusion was caused by the fact that students were registered in work for which they were not properly prepared, there developed very rapidly a sentiment in favor of revising the requirements. Some of the members of the faculty were in favor of requirements which would

lighten the load of the social science departments. Others favored requirements which would enable the science departments to serve a larger number of students and "encourage" the study of the foreign languages. The majority seemed heartily in favor of requirements which "make things definite." After slightly more than five years of the free elective system the faculty had arrived at a place where a large percentage of its members earnestly desired some form of prescriptive requirements. Apparently the stage was ready for the organization of a liberal arts college curriculum which would insure the achievement of college aims in harmony with American democratic ideals.

CHAPTER IV

A HUMANIZED JUNIOR COLLEGE CURRICULUM

THE last decade has witnessed a rapid increase in the number of junior colleges established in order to offer the benefits of advanced education to young men and women who otherwise would not be able to enjoy such opportunities. In the organization of their work these colleges have tended to imitate the curricula of the freshman and sophomore years of the traditional college composed largely of foreign languages, mathematics, and phases of other subjects not too closely connected with the life of the day. These colleges, therefore, are in danger of becoming merely senior college "prep" schools, with curricula so narrow and formal as to be of little value to the great majority of their students who when they leave the junior colleges enter, not the senior colleges, but the activities of life.

If, therefore, the aspirations of those who established the junior colleges as the "colleges of the people" are to be realized, tradition must not

be allowed to handicap these newly organized institutions as it has handicapped our liberal arts colleges. To make unnecessary the long and painful process of making over the junior colleges of to-morrow, humanized curricula for the junior colleges of to-day are needed. A genuinely American junior college curriculum must be able to stand two tests: Is it planned to achieve educational aims in harmony with American democratic ideals? Does it include courses of college grade which are of real value to students as human beings?

A curriculum which would stand both of the above tests was the type of curriculum which was sought as the solution of the problems raised by the demands for new junior college graduation requirements described in the preceding chapter. The method of procedure utilized in constructing such a curriculum included the following steps: The aims which had been adopted by the faculty were accepted as the aims to be achieved through the attainment of the six objectives which had been approved by the Board of Trustees a decade before. An attempt was then made to find courses which would insure the attainment of these objectives. Each of the six objectives was considered separately and the resources of the college were canvassed in search of the courses necessary for the attainment of that particular objective.

In the following paragraphs the six objectives of the college are re-stated and after the statement of each is presented a summary of the study connected with that objective.

First Objective: The preservation of the health of college students.

The courses in "Personal Hygiene" and "Physical Education" were selected for inclusion in the curriculum of the freshman year.

Second Objective: The development of the ability of college students to think clearly, accurately, and intelligently.

All of the departments were to be requested to aim definitely at the attainment of this objective through their respective departmental courses.

The course in the "Principles of Human Behavior" was to emphasize the study of the principles of efficient thinking.

"Modern Logic" was selected for inclusion in the curriculum of the sophomore year as an alternative course in philosophy.

Third Objective: The development of the ability of college students to express themselves effectively in writing.

The course in "Rhetoric" was recommended to

be continued as a prescribed course in the freshman year.

All departments were to be requested to insist upon better expression of ideas in the exercises of the classroom.

Fourth Objective: The orientation of college students in the modern world.

The departments of biology, chemistry, and physics, and the departments of economics, political science, and sociology, consented to offer orientation courses in their respective departments.

Orientation courses in biology, chemistry, physics, economics, sociology, and modern European history, were included in the curriculum recommended for freshmen who had not had year courses in the corresponding subjects in the secondary school, with the understanding that students might substitute for any freshman orientation course the corresponding sophomore foundation course.

Orientation courses in political science, English literature, and philosophy, were selected for the curriculum of the sophomore year, with the understanding that students might substitute for the course in "Modern American and English Literature" the foundation course in "Survey of English Literature," and that they might also substitute

"Modern Logic" for the course in "Introduction to Philosophy."

Students who intended to become candidates for the Bachelor of Arts degree and who at the time of admission into the college were unable to present evidence of having sufficient mastery of a modern foreign language to be able to use it as a tool in the acquisition of knowledge, were to be required to take such courses in a modern foreign language as might be necessary to develop such mastery, with the understanding that the total number of semester hours required would not exceed fourteen semester hours.

Fifth Objective: The orientation of students in the college world.

Two courses in education were selected for inclusion in the freshman curriculum: (1) a course in the "Principles of Human Behavior," designed to help freshmen increase their personal efficiency: and (2) a course in "University Education and Vocational Preparation," planned to give students an understanding of the service which colleges and universities can render them in their preparation for living as well as making a living.

Sixth Objective: The development of such knowledge, habits, ideals, interests, and methods of procedure, in students as will make for suc-

cess in the activities of life as well as in those of the senior college and professional schools.

While all of the courses offered in the junior college were to contribute to the attainment of this objective, students intending to become candidates for the Bachelor of Arts degree were to be required to complete satisfactorily at least three sophomore foundation courses of a year each in not less than two departments in preparation for advanced work in the senior college.

When the courses planned to attain the objectives of the junior college had been selected, they were re-arranged in a tentative formulation of requirements for the title of Associate in Arts. After this tentative formulation had been amended by a conference of members of the junior college instructional staff, it was submitted in its amended form to the faculty by which it was adopted.

The regulations concerning the courses prescribed for all candidates for the title of Associate in Arts by this faculty legislation may be summarized as follows: (The figures in parentheses indicate the number of semester hours of credit awarded for the satisfactory completion of the respective courses.)

1. Prescribed Courses to be Required of all Candidates in their Freshman Year:

a. College Rhetoric and Composition (6)
b. Principles of Human Behavior (3) with the understanding that the course may be omitted in the first year and a sophomore course in the Principles of Psychology (6) be substituted in the second year
c. University Education and Vocational Preparation (3)
d. Hygiene (2)
e. Physical Education (2)

2. Orientation Courses prescribed for the Freshman Year for Candidates who had not included Corresponding Units of Secondary School Credits in their Admission Credits, with the understanding that corresponding sophomore foundation courses may be substituted in the second year, in the following departments:

	Sem. Hrs. Credit for Freshman Orientation Course	Sem. Hrs. Credit for Sophomore Foundation Course
a. Biology	(3)	(8)
b. Chemistry	(3)	(10)
c. Physics	(3)	(8)
d. Economics	(3)	(6)
e. Sociology	(3)	(6)
f. Recent European History	(3)	

3. Modern Foreign Language Requirement:

Two years of college study of a foreign language (14), or the equivalent either (a) in secondary-school study, or (b) in secondary-school and college study.

4. Prescribed Courses to be Required of All Candidates in their Sophomore Year:

a. Introduction to City and State Government (6)
b. Either Modern English and American Literature (4)
   or Survey of English Literature (6)
c. Either Modern Logic (3)
   or Introduction to Philosophy (3)

5. Sophomore Year Foundation Course Requirements:

Not less than three foundation courses of a year each in at least two departments required of all candidates in their sophomore year.

Such were the requirements prescribed by the faculty for the "pre-arts" students who planned to continue their work in the senior college with a view to becoming candidates for the degree of Bachelor of Arts. While the "pre-arts" students constituted 45 per cent of the four hundred and fifty junior college students registered in the year in which the above requirements were adopted by

the faculty, not all of these students planned to continue their studies in the senior college. In not a few cases students recognized that the completion of the work of the junior college would mark the termination of their college careers. These students were therefore anxious to get just as much "practical work" of a college grade as possible. There were also large groups of "pre-professional" students who intended to enter the schools of medicine, education, commerce, and law. The professional schools in some cases recommended, and in other cases required, that certain subjects be taken in preparation for entrance into their institutions. As a result of this situation there were two groups of students who did not have the time at their disposal to take all of the work required for title of Associate in Arts.

The faculty, therefore, approved for the pre-arts students not planning to enter the senior college as candidates for the degree of Bachelor of Arts and for the pre-professional students, a curriculum leading to the title of Associate in Science. From the subjects prescribed for the title of Associate in Arts those subjects were selected for this second curriculum which were considered most essential in the achievement of the aims of the college.

The requirements approved by the faculty for the title of Associate in Science may be sum-

marized as follows: To the list of courses prescribed for the freshman year for candidates for the Arts title was added the course in the "Introduction to City and State Government" (4). The list of courses required for the Science title also included the orientation courses in biology, chemistry, physics, economics, and sociology, required of candidates who had not included corresponding units of secondary school credits in their admission credits, with the understanding that substitutions of corresponding foundation courses might be made as in the case of candidates for the title of Associate in Arts.

In a comparison of the requirements for the two titles it will be noted that they differ in that the requirements for the title of Associate in Science do not include either the prescribed sophomore foundation courses or the prescribed courses in modern foreign languages, literature, and philosophy. Thus to the capable student without linguistic ability the road to academic recognition was left open. Such a student, if he prepared himself in the sophomore foundation courses, found the way open to candidacy for the degree of Bachelor of Science after completing the senior college requirements for that degree.

The curricula leading to the two titles were of such a character as to give definite signification to each of the titles. The title of Associate in Sci-

ences signifies either specialized vocational preparation for the activities of life or pre-professional training, while the title of Associate in Arts represents a broad cultural junior college education with thorough preparatory training in at least several liberal arts subjects. A study of the requirements adopted by the faculty for the titles of Associate in Arts and Associate in Science, however, reveals the fact that the dominating influence in the determination of the requirements in both cases was the civic purpose of the college, the effective preparation of human beings for intelligent participation in the activities of life as efficient American citizens.

CHAPTER V

THE HANDICAP OF ACADEMIC TRADITIONALISM

THE American public has little conception of the power of academic traditionalism exercized through the activities of its votaries. Nor has it any idea of how powerless to deal intelligently and effectively with those activities are most boards of trustees on account of their lack of knowledge of the objectives and character of the work of their colleges as well as of the principles underlying the successful conduct of academic affairs. Continued ignorance of the aims, work, and academic affairs of their colleges on the part of boards of trustees will postpone indefinitely the modernization of our colleges.

The revolutionary changes in collegiate theory and practice necessary in order to modernize the college arouse the active opposition of academic traditionalists, some of whom oppose changes of any type on account of their natural conservatism of mind, while others do so because they recognize that such changes will disturb either the even

tenor of their ways or their vested interests. Their stronghold is in the autocratic and oligarchic faculty meeting. It is here that they are generally able to kill in its infancy any move made toward the reform of their college. As academic traditionalism cannot stand the light of intelligent publicity, the colleges of America would be modernized in a very short time were it possible to force the broadcasting of faculty meetings. Much has been said about faculty representation at board meetings but little or nothing has been said about board representation at faculty meetings. However, it is doubtful if any move outside of broadcasting faculty meetings would have such a salutary effect upon the activities of academic traditionalism as would the presence of official representatives of the board in the meetings of a faculty.

If by accident or by a happy combination of circumstances educational idealism is able to defeat academic traditionalism in its stronghold, and a faculty approves a program planned to enable its college to play its part in the development of socially efficient citizens, academic traditionalism tends to express itself through unprofessional conduct on the part of its devotees. Continued violation of the ideals of the teaching profession by members of an instructional staff is demoralizing and causes college teachers of recognized

teaching ability and professional integrity to leave the college, tired and disgusted with the unprofessional activities of the traditionalists. Meanwhile academic traditionalism sits firm in the saddle.

If our colleges are to be improved, the situation must be changed so as to place a premium upon educational idealism rather than upon academic traditionalism. This, however, can be accomplished only by action of boards of trustees. The coöperation of lay boards of trustees is, therefore, necessary, if our colleges are to perform the service which they ought to perform for our American people. Theirs should be a deciding voice in the adoption of definitely formulated purposes and objectives for their colleges. They should understand the significance of the variations from customary practice necessary for the achievement of the aims which they have approved. To be in a position to safeguard the morale of the teaching staff and to take prompt and effective action upon the first appearance of unprofessional conduct, the board, or some committee of the board, must have a knowledge of academic affairs and of the conditions essential to the attainment of the objectives of the college.

The Board of Trustees which adopted the civic purpose and program discussed in the earlier chapters of this book was composed of men deeply in-

terested in modernizing their college. It also contained in its membership men thoroughly acquainted with the principles underlying the successful conduct of academic affairs. The board members who replaced these men, however, lacked both their intense interest and their intimate acquaintance with academic life. The Board of Trustees was consequently greatly handicapped in meeting most effectively situations which developed as a result of activities of the devotees of academic traditionalism.

The first indication of the character of the activities of the academic traditionalists was given toward the end of the first semester of the academic year in which the curricula adopted by the faculty went into effect. The financial resources of the college had been greatly reduced. In fact there was some fear that it might be necessary to eliminate members of the instructional staff in order to enable the institution to live within its income. In order that such elimination, if necessary, might be based upon a knowledge of service and costs, a cost study had been made of instructional loads. A fear of the possible consequences of small-sized classes may have been engendered by these studies, and may have been partially responsible for the success of the first attack of academic traditionalism, which was directed against the course in "University Education and

Vocational Preparation." This course had been conducted for several years as an elective course described in the catalog as follows:

A study of the vocations which university men and women are entering. Lectures, discussions, assigned readings, investigations, and reports. Members of the Faculty will discuss the vocational significance of the work of their departments. Prominent representatives of the vocations will present the opportunities of their vocations as well as the characteristics needed for success in their vocations. Each student will select for study three or four occupations which he has under consideration for his career. Oral and written reports will be made of these investigations, which will include readings, visits, and interviews.

When the requirements for the titles were approved, this course had been included by the faculty in the requirements for both titles in order to make possible the attainment of the following objective, which was thoroughly discussed at that time:

The orientation of students in the college world through studies planned to increase their personal and student efficiency, and also to give them an understanding of the service which colleges and universities can render them in their preparation for living as well as making a living.

Arrangements had been made to accommodate

more than two hundred students in the course in the second semester, which began in February. The class was to meet as a whole two days a week to listen to lectures and discussions by faculty members and representatives of the vocations, while on the third day of each week it was to meet in sections containing from twenty to twenty-five students each. Possibly as many as eleven sections of this newly required student service course were therefore included in the tentative schedule for the second semester when it was submitted to the faculty at its January meeting for amendment and ratification.

Copies of the tentative schedule had previously been distributed to members of the staff and apparently the sight of so many sections of a comparatively new course, which was merely a student service course, was too much for the nerves of staff members troubled with thoughts of student semester hours of instruction in relation to departmental development. When the tentative schedule came up for formal consideration, a well organized attack was launched by the academic traditionalists against the course in "University Education and Vocational Preparation" on the grounds that no other colleges were offering such a course and that consequently it was a "nonstandard" college course. The attack culminated in a motion that it be discontinued, and that the

problem of attempting to achieve the aims of the course be referred to the faculty committee on the courses of study. The motion was carried, the course was dropped, and the service was discontinued, as several of the faculty committees acknowledged their inability to find satisfactory substitutes for the activities of the course abandoned on account of its "non-standard" character.

This attack upon the course in "University Education and Vocational Preparation" indicated the character of the propaganda which was being disseminated among students as well as among staff members by academic traditionalists. Ultimately it worked its way into the public press. Students were quoted in the newspapers of the city as saying, "We want standard courses, so that we can get credit for our work when we go to another college." "Courses here are not standard."

In an endeavor to correct misunderstandings which would result in the community from such inspired misinformation, the college published the following statement in the newspapers of the city:

> There are some institutions that do not allow certain subjects, such as economics and psychology, to be studied in the freshman year. Some students who plan to go to such institutions may have been registered for courses in these departments and may therefore be embarrassed as to credits, not because of any inferiority in our courses,

but because such courses are not allowed freshmen in the institutions to which they are going. Our College is not alone, however, in allowing freshmen to take the courses in question.

The Faculty has adopted a course of instruction which, it is believed, best suits the needs of urban students. If the student is going to another institution, we are equipped to offer the work required in that institution, if informed of his intentions. If credits earned here do not receive consideration elsewhere, it is because the student either changes his plans or else in the hurry of registration is not registered in the courses in which he should have been registered in preparation for the college which he plans to enter.

The propaganda which at first had been directed against the collegiate reputation of the orientation courses of a few departments grew to such proportions that they threw a shadow over the professional responsibility of the faculty as well as the integrity of the entire institution. With the academic integrity and life of the institution thus threatened by the results of unprofessional conduct of devotees to academic traditionalism, there was need for fearless and drastic action based upon facts which could be revealed only by a thorough survey of the work of the college and by a careful and impartial investigation of the professional conduct of the members of its instructional staff. Such a survey and investiga-

tion, however, the Board of Trustees, which alone had power to act, failed to authorize.

Instead of authorizing a thorough and impartial investigation of the professional conduct of the members of the instructional staff, which would have made possible the punishment of those guilty of unprofessional conduct and the preservation of the professional reputation of the innocent, the Board of Trustees, upon its own initiative, passed a series of acts meting out punishment to the entire instructional staff. The contracts of all of the members of the staff were terminated and the members were notified by representatives of the board that there were "no hold-over contracts" and that "all contracts for employment, if any, for any period subsequent to the expiration of the academic year" would be determined by the board in the near future.

Men of unimpeachable professional reputation and of unquestioned teaching ability with the rank of professor or associate professor, who for several years had enjoyed permament tenure of office, were compelled to remain in ignorance of the desires of the board as to their future relations with the college until after the close of the academic year. And then they learned that their appointments were for but a single year.

Propaganda which had been started by academic traditionalists concerning the integrity of

the faculty resulted in legislation by the Board of Trustees providing that no changes were to be made in the rules, regulations, requirements, or courses of study, without its approval. This action was taken by the board when it learned that an organization of members of the instructional staff apparently dominated by the academic traditionalists and strong enough in the faculty to carry any measure upon which it might agree in caucus, had committees at work upon the reformulation of the educational policies of the college. The board, therefore, took from the faculty the power to control the internal affairs of the college until it could be clearly demonstrated that faculty legislation represented, not the production of the secret caucus of an organization, but the result of free discussion in open faculty meetings in which all of the members of the faculty had had an opportunity to be heard in the determination of the legislation.

Among the committees of the "organization" was one on course of study. While members of the faculty outside of the organization were kept in the dark concerning the work of this committee, freshman students seem to have been taken into its confidence. At least they were quoted in the newspapers of the city as announcing that members of the instructional staff had been at work for some time on a curriculum which provided

"standard" courses of study for students seeking the degrees of Bachelor of Arts and Bachelor of science. They were also quoted as approving the curriculum that had thus been worked out.

While the curriculum which had won the approval of this group of freshman students was never presented to the faculty, there is evidence that its essential characteristics are preserved in the following statement of requirements approved by the majority of a group of six members of the instructional staff who had been requested by a member of the Board of Trustees to recommend to him what they considered desirable changes which should be incorporated in the next issue of the catalog.

Freshman and Sophomore Work leading to the Title of Associate in Arts and Admission to the Senior College of Arts

The work of the Freshman and Sophomore years is designed to lay a broad foundation on which students may specialize later. Some of this work is prescribed within certain groups of courses. The remainder of it is elective. The required courses vary to some extent according to the kind of work submitted to satisfy entrance requirements.

The groups of courses are as follows:

A. *The Language and Literature Group* including English and the Foreign languages.

B. *The Natural Science Group* including the *Inorganic Sciences* of Astronomy, Chemistry, Geology, and Physics, and the *Biological Sciences* of Anatomy, Botany, Bacteriology Physiology, Sociology, and Zoology.

C. *The Social Science Group* including History, Economics, Political Science, and Commerce.

D. *The Mathematics, Philosophy, and Psychology Group.*

Minimum Group Requirements

Group requirements for all regular students are as follows:

A. *The Language and Literature Group.*
Rhetoric, six hours.
English Literature, four hours.
Foreign Languages, twelve hours. (Students having high school credits in Foreign Languages reduce this requirement three hours for each unit.)

B. *The Natural Science Group.*
Biology, six hours.
Inorganic, six hours. (Students having no high school physics or chemistry must elect three hours of physics or chemistry.)

C. *The Social Science Group.*
In some one topic, six hours.

D. *The Mathematics, Philosophy, and Psychology Group.*
In some one topic, six hours.

Students must have had at least one unit of algebra to be eligible for the title of Associate in Arts.

Fixed Requirement

Physical Education, two hours, and Hygiene, two hours.

The above formulation of requirements approved by the majority of a group of "conservative" staff members is of interest as it illustrates the type of requirements favored by academic traditionalists and indicates the "anti-education-sociology-complex" from which not a few of the traditionalists were suffering. It will be noticed that the requirements are of the departmental group type and embody the "principle of protection." In fact, from the point of view of "departmental protection" they constitute a political academic masterpiece, their academic provisions being of such a character as to make a strong appeal to the members of the instructional staffs of a majority of the college departments. A few of the evidences of "protection" resulting from political compromises may be of interest as illustrative of this type of curriculum construction.

It will be noted that "pretty good care" was taken of the departments of foreign languages, English literature, history, and commerce, represented in the membership of the group. The foreign language departments would be certain of regaining their position of supremacy with the gen-

erous minimum requirement of twelve hours. A minimum of four hours was to be required in English literature. The department of history was awarded a position at the head of the social sciences, in which commerce, a professional subject, takes the place of sociology. Nor were the "protective measures" confined to the departments represented in the group. Definite requirements in rhetoric, hygiene, and physical education were to be retained. Biology was to be favored at the expense of sociology. All students were to be required to study either chemistry or physics. Mathematics was included with philosophy and psychology in a group in which six hours was to be required in one of the three subjects.

Evidences of the "anti-education-sociology-complex" of the majority of the group were not absent from the requirements which they approved. The junior college department of education which for eleven years had offered the freshman student service course in the principles of human behavior is not to be found in the requirements, while sociology is included, not under the social sciences, but with anatomy, physiology, zoology and the "other biological sciences."

In the introduction to the requirements quoted above, the work of the freshman and sophomore years is described as "designed to lay a broad foundation on which students may specialize

later." That the requirements do not actually require the student to lay such a foundation is illustrated by the following hypothetical accumulation of credits of a student who meets the requirements through a selection of courses which would hardly be designated as laying a "broad foundation" for later specialization:

Rhetoric (6)	Survey of English Literature (6)
Elementary French (8)	Elementary Spanish (8)
Botany and Zoology (8)	General Physics (6)
Algebra and Trigonometry (6)	Business Law (6)
Hygiene (2)	Physical Education (2)

Such a student would enter the senior college without any knowledge of psychology, philosophy, economics, political science, or sociology. If compelled to enter the activities of life upon graduation from the junior college, would such a student find that his two years at college had prepared him for intelligent living? Yet, this is the barren type of work which academic traditionalism is requiring of thousands of young men and women who have comparatively few precious hours to devote to a "college education."

In the requirements approved by this group of traditionalists, as in the requirements of many a

traditional college, there is no indication of the fact that, for the students who enter the professional school or the senior college, as well as for those who enter the activities of life, the first two years of the college course represent the completion of their general secondary education. Nor is there any recognition of the fact, appreciated by an increasing number of colleges, that the cultural or orientation work of these years is just as important as is the foundation work preparatory for the senior college or professional school.

When the above proposed requirements and similar ones for the title of Associate in Science were submitted to the Board of Trustees as desirable catalog modifications, they were referred to the board committee on academic affairs with power to act. As that committee was aware that these catalog modifications were in reality radical changes in requirements which would revolutionize long standing educational policies of the college without a careful consideration of the issues involved either by the board or by the faculty, it refused to approve the suggested modifications. By so doing, it not only defeated the purpose of the academic traditionalists to impose on the college a traditional curriculum, but also continued in effect requirements very similar to those which, over a decade before, an earlier committee on academic affairs approved and thereby inaugu-

rated the program for the modernization of the college.

The action of the committee on academic affairs was a victory in the movement to humanize the college; but whether a college, weakened by the loss of members of the faculty in intelligent sympathy with its aims, will be able to utilize such a victory through a consolidation of the gains which have been made, or will succumb to the next attack of academic traditionalism, will depend upon the extent to which its board of trustees is able to re-establish conditions essential to the development of a genuinely American college of liberal arts.

CHAPTER VI

THE AMERICAN COLLEGE OF TO-MORROW

THE criticism to-day most frequently leveled against the liberal arts college is that it is an aimless institution. That such a criticism was not made so insistently years ago by a people naturally purposeful and impatient with aimless institutions may be due to the fact that in those days a liberal arts education was more or less of a luxury. The luxuries of life are valued chiefly on account of their scarcity. Consequently we are little concerned about the purpose which they may or may not serve. To-day, however, when there are more college students than there were high school students a quarter of a century ago, a liberal arts education is no longer a luxury. It is fast becoming a necessity. As such, it will be valued in proportion to the extent to which it performs a definite function, achieves definite results, or accomplishes definite purposes.

What is the function of the liberal arts college? What really are its aims? These are the

questions upon which an increasing number of people are seeking information, but upon which our college catalogs are ominously silent. They are questions, however, which our colleges cannot much longer ignore with impunity, for among the people demanding specific information are those upon whom our institutions of higher education depend for their financial support. This questioning attitude on the part of prospective college donors undoubtedly accounts for the joy with which one college president discovered the slogan, "A College with a Purpose," which he proceeded to use with great effectiveness in his campaigns for funds for his institution. His elation over his discovery is a sad commentary on the aimlessness of the average arts college, while the financial results gained from the appeal of the slogan may indicate that the day is not far distant when the aimlessness of a college will be reflected by the hopelessness of its finances.

Without doubt the liberal arts college of to-morrow will be a college with definite aims.[1] The American college of to-morrow will be a college with definite civic as well as cultural aims, the more important characteristics of which may possibly be forecasted in the following statements of the purpose and objectives of the liberal arts

[1] For statements of attitudes of college trustees toward college aims see Appendix A.

college formulated by a graduate of the college of yesterday with the coöperation of the instructional staff of a college of to-day for the benefit of the students of the college of to-morrow:[1]

"It is the purpose of the College of Liberal Arts to prepare its students for intelligent participation in the activities of life as socially efficient citizens willing to meet their responsibilities to society, for the rational enjoyment of work and leisure in a world in which they have learned to be at home, and for scholarly achievement in graduate and professional schools.

"The accomplishment of this purpose implies the attainment of the following objectives by the college:

"1. *The admission of only such adequately prepared students as give promise of satisfactory development under its guidance.*

"2. *The orientation of its students in the world of to-day through acquainting them with such facts*

[1] These statements of the purpose and objectives of the liberal arts college were formulated by the alumni representative upon the liberal arts college survey committee of a prominent American university. They represent the composite thought of the members of the instructional staff of this college, by a majority of whom they were approved as an adequate statement of the purpose and objectives of a liberal arts college. For statements of attitudes of college trustees toward this formulation see Appendix A. For similar statements concerning the attitudes of college presidents see Appendix B.

and principles from the physical, biological, psychological, and social sciences, and from the historical, literary, esthetic, religious, and philosophical studies, as are fundamental not only to an understanding of that world, but also to an appreciation of modern life with its opportunities for service and the rational enjoyment of work and leisure.

"3. *The development of the ability of its students to think clearly, accurately, and constructively, and to express their thoughts effectively.*

"4. *Such intensive training of its students in at least one college department of study as will develop knowledge and scholarly ideals, interests, and methods of procedure essential to successful work in later life.*

"5. *The development of such relationships with its students in their extra-curricular activities as will help them secure the greatest educational value from their participation in student activities.*

"6. *Effective coöperation with its students in their efforts to solve their college and life problems.*

"7. *The conservation and development of the physical health, the moral character, and religious life of its students.*"

The sincere acceptance of a purpose by a college implies that the college will make its require-

ments of such a character as to insure the attainment of the objectives necessary for the accomplishment of its purpose. Some idea of the revolution which would result from the acceptance of the purpose and objectives just quoted may be obtained from an examination of college catalog statements of degree requirements. Such an examination reveals the fact that the degree requirements of few, if any, colleges are of such a character as to insure the attainment of these objectives. In not a few colleges their attainment would be hindered rather than helped by the provisions of the requirements for degrees.

Among the facts discovered by one alumnus who took the trouble to study the catalog statements of the degree requirements of his *alma mater* from the point of view of their relation to the attainment of the objectives quoted above, the following facts are of interest:

1. The degree requirements and the nature of the departmental introductory courses made the attainment of the second objective, the orientation of the student in the world of to-day, difficult, if not impossible.

2. There was no curricular provision for the attainment of the sixth objective, effective coöperation with students in their efforts to solve their college and life problems.

3. There was no provision made for the con-

servation and development of the moral and religious life of its students similar to the provision made for the conservation and development of their physical health.

4. Students could meet the requirements for the degree without being prepared either for "intelligent participation in the activities of life as socially efficient citizens," or "for the rational enjoyment of work and leisure in a world in which they have learned to be at home."

Certification of the satisfactory completion of the degree requirements of this college did not, therefore, guarantee to the trustees of the college the accomplishment of the above purpose of the college in the lives of its candidates. This was due to the fact that the courses prescribed for the degree did not include courses essential to the attainment of objectives necessary for the accomplishment of the purpose. The American college of to-morrow will prescribe such requirements for its titles and degrees as will insure to its board of trustees the accomplishment of the purpose of the college in the lives of the candidates recommended for degrees or titles.

Legally the ultimate responsibility for determining what requirements are necessary for the accomplishment of the purpose of a college ordinarily rests with its board of trustees. In academic circles, however, college boards of trus-

tees are quite generally regarded as intruders in the academic world, barely tolerated because they furnish the finances making possible the continued existence of their institutions. There has consequently developed a division of responsibilities. Boards of trustees have considered themselves responsible for financial affairs, while they have delegated to their college faculties the responsibilities associated with academic affairs.

Academic affairs have been controlled very largely by tradition. According to tradition the Bachelor's degree originally was the first of a series of degrees conferred upon candidates for admission into the medieval guilds of university teachers, "masters," or "doctors." Naturally the learned members of those guilds prescribed the requirements for the degrees which marked the various steps of admission into their own organization. To-day, however, the medieval guilds of university "masters" have been supplanted by college faculties. While the Bachelor's degrees still admit to the graduate division of the university which offers the training required for admission into college faculties, only a very small percentage of the candidates for these first academic degrees ever intend to enter those learned bodies. College faculties, however, still retain their monopolistic control over the determination of academic degree requirements, al-

though the most important function of the degree is no longer that which it originally performed. It now possesses a much wider signification. Or rather it has lost all signification except that of certifying to the completion of "four years of standard collegiate work," which may mean much or little.

Without any guiding principles, college faculties have been handicapped in their efforts to formulate satisfactory requirements for the degree by the fact that they have been composed of specialists in the various subjects taught in the colleges. As the student body of the liberal arts college became more and more heterogeneous, curricular and other college problems became more complex as well as more numerous. In fact these higher educational problems grew so numerous as to constitute a special field of research, in which college presidents and deans as well as subject-matter experts recognized that they were not specialists. There was consequently a tendency to leave the problems of higher education alone, although college faculties continued to hold tenaciously to their prerogative of determining requirements for degrees.

While college faculties did not relinquish their hold upon the power to determine requirements for degrees, many of their members have not been anxious to attack the problem of the moderniza-

tion of the curriculum. In not a few cases this attitude has been due to a dread of the results of the application of customary methods of making changes in degree requirements. It is recognized that to make such changes by balloting is merely to register the opinions of faculty members not infrequently based upon prejudice, if not upon fear. To enter upon such a course of study revision is to face possible political intrigue and underhanded manœuvrings of members of the instructional staff interested either in the preservation of their vested interests or in a redistribution of students. In such situations few faculty members are able to look at questions from the point of view of the college and of the student rather than from that of their respective departments.

If the task of attempting to determine what objectives are implied in the accomplishment of the purpose of the American college of to-morrow, and what degree requirements are necessary for the attainment of those definitely formulated college objectives, is delegated to the college faculty, it will result in a new experience for American college faculties. If the task is to be successfully performed, college curricular problems will have to be studied scientifically. From such a study, prejudice, fear, and consideration of vested interests will have to be banished. As the accomplishment of the task implies the scientific

treatment of facts and principles entirely outside of the fields in which the majority of the faculty members are specialists, fairness would seem to demand that the board of trustees place at the disposal of the faculty the services of such experts in the field of higher education as may be needed to secure, organize and present the facts and principles necessary for intelligent action. If with such technical assistance college faculties should be unable to break with tradition sufficiently to adopt curricula insuring the achievement of the definitely formulated aims, it may be necessary to re-delegate the power to control degree requirements to an administrative committee composed, preferably, of representatives of the board of trustees, the faculty, and the college administration. Such an administrative board would be less handicapped in the scientific study of the curriculum than is the average college faculty.

If the college of to-morrow is to serve most effectively its students, the sanity and constructive nature of the program outlined by the students of Dartmouth College would suggest the wisdom of establishing avenues through which those responsible for the construction and administration of the curriculum might be able to benefit from the curricular suggestions of the most thoughtful students of the college.

The college of to-morrow which attempts to ac-

complish the purpose quoted earlier in the chapter will discover that the attainment of its objectives will imply that the requirements for the Bachelor's degree include:

(1) General or departmental orientation courses;
(2) Some type of student efficiency and college orientation course;
(3) English composition and literature courses;
(4) In addition to the course in hygiene, courses performing a similar function in the development of the moral character and religious life of college students;
(5) Some form of major requirement; and
(6) A foreign language requirement (if required at all) which will insure at the end of the sophomore year such a mastery of the foreign language as will enable the student to use it effectively as a tool in the acquisition of knowledge, if not as a means for the enjoyment of its literature.

Of the requirements implied in the sincere acceptance of the objectives quoted above, those resulting from the acceptance of the sixth and second objectives demand the most radical changes in collegiate theory and practice. The sixth objective, it will be recalled, is concerned with the

coöperation of the college with its students in their efforts to solve their college and life problems, while the second relates to the orientation of students in the world of to-day.

The American parent who has a son or daughter in college and who does any serious thinking about the relation existing between his child and the college must sometimes be very much perplexed. Does the college exist for the benefit of its students, or its students for the benefit of the college? If he investigates the matter, he must come to feel that colleges seem to be either unwilling or unfitted to coöperate with students in their efforts to solve either college or life problems. A great many college catalogs may be studied before he finds concrete evidence of the assumption of any such responsibility by college authorities. So foreign to traditional collegiate thought is this entire conception that, even in colleges which have established personnel departments that are rendering invaluable service to students, the work of these new departments is looked upon with suspicion and fear by many faculty members.

Great as is the change which must come in collegiate theory and practice before the attainment of the sixth objective is possible, the changes necessary for the attainment of the second objective, the orientation of the student in the world of to-day, are just as revolutionary. Instead of

concentrating all of its energies upon the production of a comparatively few embryo scholars for graduate schools, the college of to-morrow will center its efforts upon the development of men and women "for intelligent participation in the activities of life" and "for rational enjoyment of a world in which they have learned to be at home."

Two types of orientation courses are to-day being offered by colleges attempting the attainment of this orientation objective. In some colleges general courses in the social and natural sciences are being offered, while in other colleges the achievement of similar results are being attempted through departmental orientation courses.

The successful conduct of student orientation courses implies on the part of the instructor a thorough knowledge of the field, an understanding of students and their needs, and organizing ability, since subject-matter in most departments has not been organized from the point of view of its utilization by the student in the affairs of life. The problem confronting the instructor in an orientation course is, to use the expression of James Harvey Robinson, the "humanizing of knowledge," and to do it without descending to the "Sunday supplement" level. That this can be done has been demonstrated in a number of fields. Students have pursued orientation courses

in which they have studied principles from the point of view of their application to life on just as high an intellectual level as they have ever studied principles from the point of view of their relation to the logical development of the subject.

In the past, college introductory courses have sometimes endeavored to perform the orientation function as well as the preparatory function. Students, however, have not had time to take the courses necessary for an intelligent understanding of the many phases of modern life. On the other hand they have been loaded with a large number of facts and principles of little value to them as human beings. Foundation courses have, therefore, been filled with uninterested students.

A more general organization of departmental semester orientation courses will be of benefit to the departments as well as to the students. Through such courses, with the same equipment and time at their disposal, departments can serve twice as many students and can render them a much more effective type of service.

With orientation courses to take care of the mass of students, it will no longer be necessary for a department to be handicapped by uninterested students in the foundation courses, which can then be reserved for students who are really interested and who plan to continue work in the department. With such a group of students,

better and more substantial foundations can be laid than it is possible to do with the heterogeneous groups of students now enrolled in introductory courses.

College and departmental orientation courses require teaching of the highest type. Their objectives must be just as definite as are those of the foundation courses. And the objectives of both as well as those of the advanced courses must be of such a character as to contribute most effectively to the achievement of the aims of the college. The accomplishment of the purpose of the American college of to-morrow, therefore, requires that its teachers be well trained and in intelligent sympathy with its aims.

The importance of the teacher in the accomplishment of the purpose of the college emphasizes the need for a very careful selection of teachers, and the elimination of members of the instructional staff who are either out of sympathy with the aims of the college or are inefficient in their teaching.

Progress in college education has been greatly handicapped by the fact that it has been necessary for colleges to recruit their instructional staffs with subject-matter specialists whom, in the past, graduate schools have been content to certify as being prepared to teach in colleges. The teacher needed by the American college of to-morrow must

be more than a mere subject-matter specialist. He must have a thorough knowledge of the human needs of young men and women and of the most effective ways of meeting those needs. Unlike the graduate and professional schools, the liberal arts college exists for its students and for the service which it may render society through the development of the right type of men and women. The teachers needed by the American college of to-morrow must possess the ability to select phases of their subjects of the greatest value to their students and to conduct the work of their classes in ways which will contribute most effectively to the achievement of its aims.

Our American universities have responded to insistent demands legitimately made upon them. If our colleges really want the type of teachers just described, if they are willing to make teaching efficiency the basis of promotion and salary increases, our universities may be depended upon to give serious consideration to the problem of the professional preparation of college teachers. In fact a beginning has already been made in the professional training of college teachers through cooperation between graduate schools and university schools of education. Progress in the humanizing of the liberal arts college will depend upon the success of this coöperation and the multiplication of the coöperating schools.

Such progress will also depend upon the extent to which American universities furnish our colleges with professionally trained administrative officers. The college which attempts the attainment of the objectives described earlier in the chapter cannot hope to succeed merely through the activities of the classroom. The director of student activities is needed to convert the "side-shows" into an important part of the "main-show." Directors of physical education are needed to develop American college athletics out of its infancy. Junior college directors are needed to assist the college in its efforts to solve the problems of the first two years of the course. Directors of personnel research and service are needed by the college which would coöperate most effectively with its students in their efforts to solve their college and life problems. The registrar's office cannot be satisfactorily filled with mere "academic bookkeepers" nor the deanship with "probation officers," while educational leadership as well as statesmanship and business ability will be needed in order to develop successfully the possibilities of the modern liberal arts college.

In the development of the rich social potentialities of the liberal arts college, however, lies the possibility of justifying the confidence of our people in their institutions of higher education. Our American people believe in the capacity of their

sons and daughters to live on a higher plane than they themselves have lived. They also believe in the ability of our colleges to develop that capacity in their children. They have sent their sons and daughters to our institutions of higher education in numbers never before experienced in history. The almost fabulous sums which have poured in for the support of our colleges from city and state treasuries as well as from modest savings and great fortunes testify to the abounding confidence of our people in the liberal arts college. That confidence, unless it is betrayed by academic traditionalism, will be justified by the service which will be rendered by the American college of to-morrow, with its board of trustees interested in its educational activities as well as in its financial affairs, with its professionally trained staff of efficient college teachers and administrative officers in intelligent sympathy with its purpose and objectives, and with its curricula and organization designed to insure the achievement of its civic and cultural aims definitely formulated in harmony with American ideals.

APPENDIX A

COLLEGE TRUSTEES AND LIBERAL ARTS COLLEGE AIMS

To obtain some idea of the attitudes of college trustees toward the question of college aims and the relation of their boards to the adoption of such aims as well as to secure their reaction to the formulation of the purposes and objectives of the liberal arts college quoted on pages 85 and 86 of the text, the author included in a questionnaire, the questions quoted below in italics. This questionnaire he sent to four hundred and fifty representative college trustees, including members from the boards of seventy-two American colleges, representing all types of liberal arts colleges, with the exception of those which are integral parts of universities and consequently under university boards.

From some of the replies received, it is evident that not a few of the trustees failed to reply because they did not have the time in which to think through the questions and their implications. Sickness and absence abroad evidently prevented others from answering. Possible reasons for the silence of others are suggested by the thoughts contained in the following quotation from the letters of three of the trustees.

A trustee of a Western college writes, "I have done my best to answer the questions as you will see by the enclosed. I feel obliged to say however that my opinion

on such matters is not valuable. I think in general the opinion of laymen concerning colleges is like the opinion of laymen concerning churches, newspapers, and everything else. Colleges should be conducted by the folks who understand them and those folks are or ought to be the Faculty. As a trustee I consider my business to lie principally in the business end."

A trustee of an influential Eastern college writes, "I do not feel competent to pass upon the more or less technical questions which you raise. . . . my connection with the college is that of a business man interested in the finances and physical development of our property. I therefore have not answered your questionnaire but would suggest that you refer the same to President ——" From a fellow trustee we have the following similar thoughts, " . . . my work as a trustee has been almost wholly in the way of the financial and physical problems. I am not qualified to make any statements bearing on the policy of the Faculty. It would be a little different had I been a college man myself. . . . I am able to contribute to the task along the lines which affect the business side of the work. I think this is the case with a great many trustees in all colleges."

The replies of sixty-eight trustees, members of the boards of trustees of forty-one colleges representing all types of colleges and every section of the country contained much interesting information, a digest of which follows under the headings of three of the questions submitted.

"Do you believe that our colleges ought to have definitely formulated purposes and objectives?"

Of the sixty-one replies to this question, eight indicate varying degrees of disapproval, skepticism, and uncertainty of belief which are illustrated by the following comments of the writers: "I see no special advantage in formulating purposes and objectives. The College, of course, should have high ideals and should try to advance with change in conditions. The ordinary purposes and objectives of all our colleges are so well known that it seems hardly worthwhile to formulate them." "It is much more important frequently to re-survey exactly what the College is doing rather than to adopt a vague general formula." "I don't care about the definite formulation." "They ought to have a conception of what they are trying to do." "I doubt the advisability of an attempt to define precisely the purposes and objectives of a college." "I believe they ought to be carefully considered and discussed but see no great gain in a formal adoption of specific wording." "I am not so sure of this."

Of the fifty-three trustees who express their belief that our colleges ought to have definitely formulated purposes and objectives a few take the trouble to define their belief by qualifying their answers. Typical of such cases are the following answers: "Formulated but flexible." "Yes, as far as flexibly possible." "Yes, but not too definitely." "If they are not too static. New occasions teach new duties' and make necessary new statements of these things in terms of each new day." "Yes, but in terms of *persons* and their needs; not in terms of objective standards." Most of those who answer the question in the affirmative, however, do so with the simple,

"Yes," although a few vary from this with such expressions, as "A good idea," "Most certainly," or "Absolutely."

"*If such aims are to be adopted officially for a college, what part, if any, ought to be played by the Board of Trustees in their adoption?*"

As might be expected, a great variety of opinions are expressed in the answers to this question. That there are not a few trustees who believe that the matter ought to be left to the faculty or to the faculty and the president is indicated by the following answers: "I should expect the Faculty would adopt the policy to be pursued." "Board can furnish the faculty. But the faculty should control and develop its educational policy almost entirely without interference from trustees." "I doubt if Trustees can play a very important part in the formulation and adoption of such a statement. That is a matter for educators and should be attended to by the college president and faculty. It is the business of the Trustees to see that the college has the right kind of a President." "The actual adoption of the purpose and objectives is in the hands of the president and faculty. The part that the trustees play is to see that the proper professors are elected and that the president and dean are in harmony in the development of the policy." "The trustees should secure a man for President in whose personal and educational ideals they have absolute confidence. They should add other men to the Faculty upon the recommendation of the President in conjunction with that of the Dean of the Department. After this, they should meddle as

little as possible with the internal affairs of the college." "The president and faculty are a safer source from which aims should come. Often the Boards of our American colleges are not well equipped for their service."

A larger number of the trustees replying believe that while it may be wise to have the aims formulated by college officers of instruction and administration, the board should approve or veto. Such seems to be the central thought of the following answers which also contain interesting sidelights and suggestions: "Trustees usually do not understand such matters, but they can ratify plans made up by college officers." "They should be formulated in the first instance by the Faculty subject to revision by the Trustees." "It is my opinion that the President of a College with its Faculty should recommend to the Board and the Board finally adopt." "They are for the President and Faculty to work out, and the Board to approve in a general way." "Power of veto." "The Trustees must rely upon the faculty for actual performance: hence the faculty can best state what the college is doing. The Trustees must then consider whether this is their desire, as they are primarily responsible for the general standing of the college."

From a trustee of one of the North Central colleges comes the following interesting suggestions: "The aim should be worked out in the first place by the faculty, then be submitted to the Board for approval and possible revision, and then be voted upon by the alumni. In that way a whole-hearted backing is obtained. It is difficult to say how much power the Board should have in the modification of the aims or the suggestion of new ones."

Quite a different attitude toward the power and responsibility of boards of trustees is taken by the trustee of a large Eastern college who contributes the following interesting analysis of the situation: "The Board of Trustees of a College under the laws of most states is legally responsible for the carrying out of the purposes and objectives of the institution, in other words, its fundamental policies academically and not only as to business matters. Further, there should be, for the best interest of the College, aside from any legal status, coöperation between the academic staff of the institution and its Board of Trustees, and they should adopt by resolution or approval any matter of policy such as formulating the purposes and objectives of the institution. That the leadership in many of these matters should come from the academic staff would be expected, if the staff contained the type of men that it should. The greatest difficulty, it seems to me, is getting the right men on the academic staff and failure in this is a shortcoming of the American colleges of to-day."

Among the ideas most frequently expressed is that of coöperation which is mentioned by at least ten of the trustees. Some merely mention the word, while others are more specific, as in the following cases: "The Board should coöperate with the faculty in formulating the aims." "The Trustees to coöperate with the President of the Faculty to this end. Deference being given to the Faculty and expert opinion." "Coöperate with the faculty in every possible way to make adoption possible." A trustee of one of the North Central colleges suggests, "The Trustees ought to coöperate with students and

faculty in formulating and supporting these aims. There ought to be such a tripartite evolving of them, and such a triple loyalty in sustaining them."

The following extracts from the letter of a trustee of an Eastern college are a little more explicit concerning the nature of the coöperation and suggests a method of cooperating: "It is probably true that for the most part the President and the Faculty are better qualified to think through and formulate such a statement than the members of the Board of Trustees. However, I believe in the ultimate responsibility of the Trustees and I feel that they should have final decision to make in such important matters. In case any radical and sudden change were to be made in the purposes and objectives, it should be worked out by a Committee representing both Trustees and Faculty, and the same thing should be true in formulating and adopting a definite statement of such objectives and purposes." That some such method is being utilized in a North Central college would appear from the following paragraph in the letter from one of its trustees: "I opened your letter of inquiry as I was going in on the train to a meeting of our Board at which we were going to appoint a committee of three to consult with a similar faculty committee who had been appointed by the president of the College to begin the formulation of a policy. It was a curious coincidence."

There was also a group of considerable size which gave expression to the thought that after all the board of trustees is responsible. This thought runs through the following quotations: "The trustees should be consulted and assent to such aims." "I believe they should not be

adopted until they have received the approval of the Trustees." "They cannot be adopted except by vote of the Trustees." "Final approval and responsibility rest with the Board of Trustees under the influence and guidance of the President of the College." "Should play much the same part as that of a school committee or board of education, representing a lay body to pass upon general policies." "In the formulation of such purposes and objectives the Board of Trustees should have a coöperative part always and in some cases they should have a determinative part." "The trustees should be the high court of review and authorization, and should always be alert to conceive and inaugurate."

From the following quotations, however, it will be noted that there were not a few who placed even more responsibility upon boards of trustees than did the trustees previously quoted. "The board should play as large a part as possible." "It should consider and act upon the recommendations of the executive." "The Board of Trustees should take as definite a part in the adoption of these aims as in the adoption of financial aims or any other college policy." "Should be the prime mover." "They should be the first to adopt them." "The governing body should formulate the purpose." "A committee of the board might contribute and the board as a whole approve." "It is the function of the Trustees to establish those policies, leaving to the President and the Faculty the duty of carrying them into effect." From a trustee of a Pacific Coast college comes the suggestion that the board of trustees should "assume full responsibility in the adoption of any aims and this adoption should

be made only after consulting expert opinion, as for instance, their own College President." A successful manufacturer and trustee of a progressive North Central college would have the board consult others beside the president. He writes, "Trustees should call into consultation certainly the full professors and give them every chance to express their views. Absentee trustees can't do much in such matters but form an interested and sincere audience to urge on the most experienced members of a Faculty to do their best thinking."

While the following quotations are concerned with the accomplishment of college aims rather than with their adoption, they were written in answer to the question under discussion and throw light upon the past interests of board members as well as upon future possibilities. "The Board should help formulate the aims and then follow up and see that they are carried out." "Trustees should not only stand behind the officers of the college, but should be kept informed and should actively cooperate." "The Board of Trustees should corporately and individually interest themselves in seeing that they are carried out." "Selection of a faculty and support to the faculty in carrying those principles out." "The trustees should have definite ideas of the purpose and aims of the institution they are supposed to manage. I am of the opinion also that trustees take too much for granted. They ought to visit their institution more often, and visit the class-rooms, and know what is being taught, and how, and learn what instructors are effective." "A Board of Trustees should function in the first instance by securing an executive capable of carrying the declared policies

of the institution into effect and, second, by working with the executive in every way to assist him in College administration." "The Board of Trustees made up largely of business and professional men not engaged in teaching directly, can do little more than support and coöperate with the administration in carrying out the program approved."

"*Does the enclosed formulation of aims satisfactorily express your conception of the purpose and objectives of the college of which you are a trustee?*"

The only trustee answering this question with a definite "No," suggests in her reply the following changes: "1. Training not only for 'knowledge and scholarly ideals' but for *initiative*. 2. Fostering of not only the acquisition of knowledge, but the creative instinct." In further criticism of the objectives she writes, "The objectives here stated would make a well informed but unoriginal man or woman, even out of the rare few who might become leaders." Another trustee of an Eastern college writes, "The statement of Purposes and Objectives seems to me to be in line with the codes of ethics and declaration of principles which are so popular at present with business and social organizations and which mean nothing and which they never live up to. I do not believe that any college will ever do a single bit more for its students because it has such a code." The trustee then continues, "In my opinion the purpose of the New England College of Liberal Arts should be to educate Christian gentlemen. If it succeeds in doing this, everything else can be ignored."

A trustee of a North Central college writes, "I do not

see any improvement to be made in so general a statement except to add as the most important paragraph the following: To bring its students into touch with interesting things, with the hope that some one thing may become vital to each in his or her vocation or avocation."

Another trustee qualifies her "Yes," with, "as well as a general formulation can. I should like to see each college practice self-expression in the formulation of its objectives, giving full emphasis to the special ideals for which its tradition qualifies it to promote, and which mark its individuality."

A trustee of an Eastern college cautiously observes in his reply to this question, "A big question; would have to give your formulation more critical analysis." A trustee of a North Central college suggests, "In the statement of purposes, which you enclose, phrases need explanation for purposes of understanding." He adds, "The statement of purpose is also colorless so far as any idea of the development of character is concerned. We should wish a clearer statement of the ideals of the christian college and those moral responsibilities involved in such an ideal." His first criticism is echoed by the "Too vague" of another trustee. That he is not alone in feeling that the religious purpose and objectives need to be made more definite is evident from the following answers: "On the whole, yes. I should like to see more emphasis laid on the development of the religious life of the student." "I think we put more emphasis upon the *religious* life and development of the student than a strict interpretation of the purpose would allow." "Yes, if proper emphasis be put on the religious." "One

of the purposes of a college of liberal arts should be the development of a sturdy Christian character." "Almost, but not completely," and then the trustee proceeds to point out additional thoughts that would be stressed by his denomination.

Three trustees indicate approval with such expressions as, "Fairly well," "Apparently so," and "Very well." That the remaining forty-six trustees, who answered the question, did so affirmatively would seem to indicate that those responsible for the formulation of the purpose and objectives of the liberal arts college quoted in the text have succeeded in expressing fundamental aims of a large number of American colleges as those aims are conceived by lay trustees.

APPENDIX B

ATTITUDES OF COLLEGE PRESIDENTS TOWARD COLLEGE AIMS QUOTED IN CHAPTER VI

This Appendix is devoted to a digest of the answers of college presidents to the question, "Does the enclosed formulation of aims adequately express your conception of the purpose and objectives of a modern American liberal arts college?" The "enclosed formulation" was the one quoted on pages 85 and 86 of the text, and the question was one of several on "Liberal Arts College Aims" submitted to presidents of a number of typical American colleges located in various sections of the United States. The replies indicate all shades of agreement and disagreement with the thoughts expressed in the formulation of aims submitted to these college presidents for criticism.

Beginning with one expressing skepticism of the value of definitely formulated aims, we read from the letter of the president of a New England college, "It does not seem to me that your statement of the purpose of a college of Liberal Arts is concrete enough to give any contribution to the subject. We all of us would agree with your statement. The only difference would be matters of emphasis and interpretation. I have an idea that statements of the policy of a college are more or

less like a presidential platform. They are apt to run into platitudes with which no one can disagree and which nevertheless are exceedingly difficult to carry out."

The following replies explicitly or implicitly raise a question as to the 'adequacy' of any formulation: "The purpose and objectives stated in the leaflet enclosed in your letter seem fairly satisfactory ones. I assume that it is difficult for any formulation to be adequate, at least for a long period of time, since colleges which are really alive grow in purpose with the passing years." "It will suffice for a tentative statement, at least." "Your formulation is good, but it is very difficult to say that any such formulation of aims adequately expresses one's conception of the purpose and objectives of a modern liberal arts college. . . . It is difficult to formulate precisely and adequately the 'aims' of a living institution of this kind."

In the following replies it will be noted that the writers either do not commit themselves fully or suggest modifications or additions. A president of a North Central college writes, "On first reading, the purpose and objectives of the Liberal Arts College, which you sent me, seem to me quite satisfactory, but I should not care to commit myself very fully without a more careful study." The president of a Kansas college admits, "So far as it goes the purpose is good," but continues, "there is in practically all Liberal Arts colleges a vocational interest which is inadequately expressed in this formulation. The college aims not only to train the students to be socially capable but also to some extent, at least, to be economically efficient." To his, "I can most heartily endorse all that you say in the aims of the liberal arts college," an Ohio col-

lege president adds, "In paragraph number two regarding objectives, I would want to include foreign languages which you probably mean to include under the word, 'literary.'" Another Ohio college president writes, "Your printed outline of the purpose and objectives of the liberal arts college seems to the point. There is one element I would be inclined to add to this outline. One of the foremost essentials for all sanity and intelligence is an appreciation of relative values and a sense of proportion. I believe that the liberal college should strive continually to achieve a sense of proportion in the development of its curriculum, its constant aim being that nothing shall be left out of the curriculum that is more important than anything that is taken in."

From the presidents of two Southern colleges come interesting suggestions. The first is from a Southeastern college president who writes, "In the main I agree with the purpose and objectives as stated in your printed form, though I prefer to have the idea of the making of Christian character brought prominently in. Under objectives I think I would restate No. 3, according to the suggestion made by President Charles W. Eliot of Harvard. I think I would put it as follows: 'The development of the ability of its students to observe correctly, to record their observation precisely and to reason clearly, accurately and constructively.'" The second suggestion is in the form of a question from the president of a South Central college who writes, "I am much interested in your statement of the purpose and objectives of the Liberal Arts College, and can subscribe heartily to them. I sometimes wonder if we lay too exclusive emphasis on

the idea that these four years are exclusively matters of *preparation.* Is the college experience not as valuable as a sample of a really well-rounded life while it is in process as it is a mere training field for future life? Perhaps you assume that in your statement."

One of the presidents in his reply indicates how his college actually formulated aims as well as what he considers an important objective which should be added. After calling attention to a specific statement of aims, he continues, "This was adopted a number of years ago by the faculty and approved by the Board of Trustees. It has been published each year in our catalog. As a formula of aim it seems to me and to our faculty satisfactory. It is not much different from the aim as set forth on the printed slip which you sent me. As to the objectives mentioned in that printed slip, I would say that we agree with all seven objectives and have been with considerable concentration of effort following these objectives. We would add an eighth objective,—namely, the correlation of the intellectual and the spiritual life in the students. No statement of objectives is complete unless it includes the cultivation of the mystical side of man."

One college president illustrates the present interest in the subject of college aims. After stating that he had just returned from a state meeting of college presidents and deans at which a paper on the subject of liberal arts college aims had been read and discussed, he continues, "The statement of objectives contained in the enclosure with your letter is much more complete than anything that was brought out at our discussion."

Approval of the formulation of college aims being considered was voiced by the majority of the college presidents who replied to the questionnaire. A president of one of the Pacific Coast colleges writes, "I am glad to give my approval to the statement of the purposes and objectives of the Liberal Arts College which you enclosed with your letter." A college president from a neighboring state writes that he heartily approves the formulation and continues, "You have put clearly the aims and objectives of ——, which, however, we have never tried to formulate officially." An Eastern college president writes, "It seems to me that you have given an excellent formulation of the purposes and obligations of the liberal arts college. Certainly the points which you make in your definition are the ones which we are especially trying to emphasize." Other Eastern college presidents express approval with such expressions as, "Very good," "Excellent," and "I agree with your formulation." Presidents of North Central colleges refer to it as "a very happy presentation," as 'covering the ground excellently,' and as stating very well the objectives of the college. Another president in a nearby state writes, "It seems to me to be a very good statement and includes the principle items which should be stressed." A similar sentiment is expressed by the president of one of the colleges of the Gulf states in the following sentence, "It seems to me that you have stated quite clearly and completely the elemental outline of the task we, as Liberal Arts Colleges, have in hand." One president supplements his statements of approval with, "I like especially the recognition of other than intellectual aims and purposes."

An Eastern college president after approving of the formulation, writes, "If it were not necessary to have so many human beings both in the student body and in the professorial chairs, we might hope to attain it. As it is, we can hold it before us as an ideal." The following quotation from the letter of a North Central college president indicates the possible functioning of the 'ideal,' "I am much interested in your statement of the aims of the liberal college. —— has never formulated her aims, but you have stated them well. For my part I agree very fully with your summary. We have a committee which is studying the college curriculum,—I shall pass on to it the reprint and know they will consider it most carefully." Another practical consequence is suggested in the following lines from the president of an Eastern college, "I find myself in agreement with all you say. . . . I think that something of this kind should be done.—If I succeed in formulating the aim, and it is endorsed by the Trustees, I shall be glad to send you a copy." A different method of procedure was adopted by the president who wrote, "Our institution has not officially formulated the aims and objectives of the institution. I talked it over with our Administrative Committee last night and we decided to put it up to each member of our Faculty."

Two college presidents believe that the formulation submitted is of such a character as to win the approval of their respective faculties. The first writes, "I suppose, like a good many other colleges, we have followed the traditions of college practices with the complacent feeling that everything is going in the right direction. I do not think we have gone far wrong, but a re-definition

now and then is a good thing. The one you have submitted satisfies me and I think would be fairly well accepted by our faculty." The second, after approving the formulation submitted to him, continues, "I think the statement which you have enclosed would probably meet with the approval of all members of our faculty and all of our Board of Trustees."

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